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ABSTRACT

This document contains learning modules for adult basic education courses in Australia, along with teacher information for integrating curricula, using integrated themes, and planning curricula. The learning modules contain learning activities in the following areas: job search skills; occupational health and safety; life skills; ceramics; computer studies; nutrition and budget cookery; library and research skills; craft, design, and technology; calligraphy; graphic design; art; and music. Each learning activity has the following components: learning outcomes; performance criteria; assessment tasks; suggested strategies; and key competencies to be met. Some of the learning modules are presented on several levels to allow for individual competence and prior learning, and some are suitable for use with incarcerated persons. A glossary of terms is included. (KC)

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Filling The Frame

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Filling the Frame

Adult Education and Vocational Training Institute guidelines for the implementation of integrated curricula within the Certificates of General Education for Adults framework.

Adult Education and Vocational Training Institute
NSW Department of Corrective Services
Sydney
1995

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This book is a compilation of the work of many people. I would personally love to take the credit for it but I know that no one person can have all the knowledge, skills and sheer enthusiasm that have gone into its production. Some people will remain sadly unacknowledged as some of the work here has come from pieces of paper whose origin I know not but which may have landed with me because I was interested in them at the time.

People who can, and definitely should, be acknowledged are:

Dr Brian Noad for his sheer genius in establishing AEVTI and finally giving our clients access to accredited programs, for being a continual support in the production of this document and for always being there, not to mention for his role as head of the editorial committee.

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Senior Education Officer
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Foreword

The curriculum guidelines contained within this document are designed for use by teachers on AEVTI campuses. They attempt to integrate the core areas of Reading and Writing, Numerical and Mathematical Skills, Communications, Life Skills and Employability Skills within study areas which are commonly in current use.

The guidelines contained within this book support The Adult Education and Vocational Training Institute's delivery of accredited programs within the framework of the Certificates of General Education for Adults, and support program pathways by providing a consistent set of guidelines for all campuses.

The implementation of accredited courses is in accordance with an enterprise agreement (EA) between the Department of Corrective Services, Corrective Services Teachers' Association and NSW Teachers' Federation. As part of this EA the Department is committed to the professional development of its Education Staff, within which "Filling The Frame" is a part.

The Australian National Training Authority has recognised that curricula need to be adapted to suit individual enterprises. These guidelines have been developed to meet the needs of the enterprise of Correctional Education by providing a set of standards which allow flexibility of delivery. They recognise that each learner brings to, and takes away from, the learning experience something which is personally and uniquely different, but that in order to recognise the learner's application of skills and knowledge, common criteria need to be applied in assessment.

This document is aligned to current "best practice" in adult education with its emphasis on competency based training and flexible delivery. In applying these curriculum guidelines teachers and students have the opportunity to address individual needs within the broader framework of the Certificates of General Education for Adults.

I am confident that this book will provide support to our field staff and commend it to all those teaching on our campuses.

Dr B M Noad
Principal
Adult Education and Vocational Training Institute
NSW Department of Corrective Services

Thematic Options or Optional Themes

The changing language of education can sometimes confuse the unwary and create a very non user friendly environment. For this reason this section of the document is devoted to unravelling the jargon of the rest of the document.

While in any normal publication the glossary would come at the end of the book in this case it comes near the beginning in the hope that the user will refer to it before he or she becomes so befuddled by jargon and acronyms that they give up trying to read it.

The curriculum guidelines contained within the document are designed to be delivered as part of the Certificates of General Education for Adults and therefore any definition of terms must take into account the jargon of these certificates.

CsGEA: The Certificates of General Education for Adults so called because there is more than one of them (CGEA Foundation, CGEA Reading and Writing etc.)

AEVTI: Adult Education and Vocational Training Institute is the registered provider of Adult Education in NSW Correctional Centres and is the provider of the CsGEA and other accredited programmes within NSW Correctional Centres.

Accreditation Formal recognition of the standard of a programme. In NSW this is the responsibility of VETAB (NSW Vocational Education and Training Accreditation Board)

Competency What the learner achieves and can demonstrate successfully as a result of the learning

Element One part of the competency which contributes to the whole

Learning Outcome The specific skill or knowledge to be demonstrated

Performance Criteria Define what the learner is expected to do in order to demonstrate competence within the element

Range and Conditions The environment in which the learning takes place, which includes all the conditions that apply to the learning. (In general terms the range and conditions qualify the level at which the learner is performing).

Level Throughout this document this term refers to the CsGEA levels as defined in the CsGEA accreditation document

Module A particular segment of learning which is largely self contained and delivered at one level.

Stream A major area of study. In the case of the CsGEA there are four streams; Reading and Writing, Oral Communication, Numerical and Mathematical Concepts and General Curriculum Options. The first three of these streams are referred to as core streams. Studies in General Curriculum Options make up part of this document.

Credential The student receives recognition of competence, in this case with one of the Certificates of General Education for Adults

RPL: Recognition of prior learning grants a students advanced entry into a program through learning acquired through previous study, life skills or work experience provided that the learning can be demonstrated and is still relevant

Nominal Duration Since students are assessed on competence rather than on time spent in class the duration of any module is variable. The nominal durations, where given, are guidelines for administration purposes.

Study Areas Particular strands of a subject area which are self contained

Option A subject which may be delivered as a General Curriculum Option under the framework of the CsGEA

Theme An interest topic which may be developed into a mini curriculum in its own right and may be delivered as an option

Holistic Program A program which, while concentrating on the option or the theme being studied, also encompassed a range of skills from a range of areas

Integrated Program A program which integrates skills from a range of different streams

Within this document we have a collection of curricula which may be defined as holistic, integrated thematic options or possibly as integrated, holistic optional themes. The language used is secondary to the concept of providing curricula which will allow the development of a range of skills in a natural way and which will result in recognition of the students accomplishments.

In the delivery of The Certificates of General Education for adults any stream may be integrated with any other, or all, other streams. When working in the options areas this integration is particularly easy to achieve but the Mayer Key Competencies may also be integrated into the core streams.

Notes on Student Assessment

When delivering General Curriculum Options we are asked to assess students according to the seven Mayer Key Competencies:

Collecting analysing and organising information
Planning and organising activities
Communicating ideas and information
Working with others and in teams
Using mathematical ideas and techniques
Solving problems
Using technology

While these competencies are general, and as highly desirable for industry as they are for functioning in society, they are basically descriptions of the ways in which skills and knowledge are applied.

It is particularly important to assess the skills and knowledge as well as the ways in which these are applied and not to simply assume that because a student demonstrates some, or all of the key competencies that he/she also has these skills.

If a student in a cooking class works very well with other students and shares tasks equitably, uses all kitchen equipment according to occupational health and safety guidelines and can plan and organise the preparation of a meal it does not necessarily follow that they can cook.

Student assessment must identify the skills and knowledge acquired as well as they way in which it is applied.

In the General Curriculum Options contained here, specific competencies are listed. These competencies must be acquired for the student to be given credit for the successful completion of the programs. In order to demonstrate competence the students must meet all the performance criteria as well as demonstrating the key competencies. The assessment examples listed with each element are not set in concrete but they should serve as a guide for teachers to develop assessment tasks which suit their particular students and teaching environment.

At regional moderation for verification meetings, which are held each semester, teachers should provide typical examples of work at each level so that benchmarks can be recognised in the options taught.

Although, according to the guidelines, only three of the key competencies need to be addressed for a student to be given credit for a level more may be credited if demonstrated. With most areas more than three competencies are integral to program delivery.

When the programs are integrated situations may arise where teachers are not equipped to assess a student's competence in a specific stream. For example the ceramics teacher may feel that the student's portfolio should be used to assess competence in reading and writing. Where these instances occur the teacher should refer to a teacher from the stream in question for assistance with assessment of the degree of competence.

Recognition of Prior Learning (RPL)

In some of the programs which follow RPL is clearly stated. However it is implied in all programs. All students prior learning is to be recognised where it is still relevant. In areas where change is rapid (e.g. Information Technology) the relevance of the prior learning needs to be assessed carefully. Where a student requests recognition of prior learning evidence of this learning must be produced. This evidence may be formal (e.g. a credential) but may be through completion of an assessment task which demonstrates the learning or through interview.

Navigating This Document

Experience has shown that teachers are often too busy to read background material and tend to go straight to the core information. For this reason there are no background notes contained here. There is instead a preamble at the beginning of each section which should be read to gain an overview of the area. These preambles have been kept as short as possible to reduce reading time, however it is impossible to reduce them to nothing, so please spare the time to read them.

The book contains both large "main stream" areas of study and a number of smaller THEMES which may be integrated into other classes as appropriate. The programs are laid out with similar formats although there are minor differences between individual curricula. Since there is no one perfect way to lay out all curricula the different lay out samples here may be used as ideas for locally developed programs.

Throughout the document the words Learning Outcomes are used to for the skills and knowledge acquired in the areas of study and the word element has been reserved for CGEA elements.

When the Range and Conditions for a level are specific they have been given. Whenever these are not specific the Range and Conditions for the appropriate level have been taken from the Certificates of General Education for Adult Accreditation Document, General Curriculum Options stream.

The book is not only designed for teachers of the options areas but should provide ideas for the development of curricula by all practising teachers.

Developing Local Curricula

Where a curriculum is given it should be used as a guide. This will provide continuity between campuses, and ensure that when a student is transferred the receiving campus will know exactly the competencies for which the student has already received credit.

Where an area of study does not have a specific curriculum written for it the curriculum will need to be developed locally. This may be the case where student needs in a particular campus are localised for any reason. When developing local curricula the following factors need to be considered:

Will the student be on site for long enough to complete the program?
Are there other campuses where student needs are similar?
If the student is transferred in mid program will he/she be able to complete the program elsewhere?

The answers to these questions, and more, will then determine whether the program should be commenced and what its duration should be. (e.g. Can it be delivered on an intensive basis over a few weeks or should it be delivered at a less intensive rate over a period of months?) Where there is a real expectation that other campuses could deliver the same, or a similar program networking is recommended to ensure that the programs being delivered are either the same, or sufficiently similar to allow recognition of prior learning and credit transfer.

To assist teachers with the development of local curricula there are a variety of blank masters located at the back of the book. These may assist in placing material into an appropriate format. A useful format is one that can be easily understood not only by the teacher who develops the material but also by others.

Job Search Skills

Job Search Skills

Preamble

The curriculum modules which follow are to be accompanied by the student book **I'LL NEED A JOB WHEN I GET OUT**. Whenever a workbook exercise is referred to within the modules it is the student book which is indicated.

The Job Search curriculum has been written over three levels, with one module at each level, which may (and probably should) be delivered at levels one, two and three. However, depending on the skills which students bring into the class the levels may be adapted for local use with more than one module being delivered at the same level or with the modules being delivered at higher levels. The professional judgement of the teacher is the criteria for deciding where the students competencies lie.

As with other curricula outlined in this document the strategies are only suggested and the assessment tasks are only examples. These areas should be adapted for local use according to the specific needs of the students. The performance criteria, however, must be met for each element before the student is issued with any credential.

Pre-requisites

Reading and writing skills are an integral part of this program and therefore students who are not competent at Level Two Reading and Writing will have difficulty in successfully completing the program. Such students should at least be enrolled in Reading and Writing classes if they are given entry into the program. The program itself can be used as a tool for the teaching of Reading and Writing.

Recognition of prior learning

Students may be given recognition for prior learning which has been gained through life skills, work experience or formal education, provided that they can demonstrate that their learning is still relevant. The curriculum guidelines set out here are to be used as part of the CSI employment skills training program. Students who complete this program as part of their CSI training do not need to repeat it. Similarly, students who have undertaken this program as part of their general education, or pre release, program may be given recognition for prior learning in their CSI training program.

Module One

Work Values and Attitudes

Competency 1

Demonstrate an awareness of the intrinsic value of work, and the role that work plays in the life of the individual.

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Learning Outcome 1.1

Recognise that work is more than a means of earning money. That it contributes a sense of self worth and makes an individual more valuable to society

Learning Outcome 1.2

Recognise that individuals work in different areas and have different skills.

Performance Criteria

To successfully complete these learning outcomes students will have:

1. Identified the role of work in society

2. Identified the importance of work as a contributing factor to self esteem.

3. Identified the value of work to themselves as individuals.

4. Identified the value of the worker to the employer.

5. Identified some of their own work aptitudes and abilities.

6. Set their own individual goals.

Suggested Strategies:

1. Group discussion and collation on butcher's paper or white board of the reasons for work.

2. View and discuss video clippings of workers at work. Use these clippings to discuss different types of work, different skills which are required for different types of work, availability of particular types of work, how skills are acquired.

3. Discuss and chart employer expectations and behaviours

4. Discussion leading to writing exercises "How would you fill your days without work?"

5. Begin a Job Search Folder or clippings book by collecting articles from newspapers and/or magazines on work related articles. This folder will be added to during the remainder of the program and may be assessed at the end of the program.

6. Complete Aptitudes and Abilities checklist from student book.

Examples of assessment tasks:

Tasks:	**CGEA Elements Demonstrated:**
1. Graphing types of work the group have done in the past/would like to do in the future. Investigate these graphs to elicit information on work trends within the group	Numerical and Mathematical Concepts 1.1 Interpret familiar Charts and Graphs
2. Discussion of the reasons for work	Oral Communications 2.1 Oracy for Self Expression
3. Group collation of reasons for work.	General Curriculum Options 1.4 Can Work with Others and in Teams
4. Identifying that different jobs require different skills and how these skills may be acquired.	General Curriculum Options Can Collect, Analyse and Organise Ideas and Information

Resources

Video tape compiled of relevant clippings of workers at work.
Video player
Student books "I'll Need a Job When I Get Out"
Butchers paper or white board and markers
Student stationery
Newspapers and magazines
Student folders or books

Module Two

Job Search

Competency 2

Demonstrate a familiarity with appropriate and relevant sources of employment

Learning Outcome 2.1

Recognise that there are many possible sources of employment and that their effectiveness depends on the type of work being sought and the current labour market as well as the individual.

Learning Outcome 2.2

Identify the most appropriate type of source for the individual.

Performance Criteria

To successfully complete these learning outcomes students will have:

1. Demonstrated familiarity with a wide range of sources of employment.

2. Selected sources of employment which are most suitable for their own circumstances.

3. Identified the sources of the types of employment for which they are most suited..

Suggested Strategies

Further development of individual Job Search Folders which begin to concentrate on types of work to suit the individual.

Discuss and list all possible methods of finding employment. Group these methods into those that would probably work for individuals or for particular types of employment and those which are less likely to work.

Use videotape to stimulate discussion on alternate methods of Job Seeking.

Examples of assessment tasks:

Tasks:	**CGEA Elements Demonstrated:**
Discussion of the effectiveness of different types of job sources.	Oral Communication 1.3 Oracy For Knowledge Oral Communications 1.2 Oracy for Practical Purposes
Grouping job sources into effective and less effective categories	Reading and Writing 2.2 Reading for Practical Purposes Reading and Writing 2.3 Reading for Knowledge General Curriculum Options 2.1 Can Collect, Analyse and Organise Information
Locating and Reading Positions Vacant sections in a variety of newspapers	Reading and Writing 2.6 Writing for Practical Purposes.
Collating lists of ways of seeking employment	Reading and Writing 1.6 Writing for practical purposes.
Completion of CES registration form	Reading and Writing 2.6 Writing for Practical Purposes

Resources:

Video Player
Video Tapes, "Lookin' For a Job Cuz", "Going For It"
Relevant newspapers
Job Search Folders
Butcher's paper and markers
Student books
Telephone books

Module Three

Going For "It"

Competency 3

Demonstrate the ability to seek out
and apply for suitable employment

Learning Outcome 3.1

Demonstrate the efficient use of the telephone as a tool for gaining employment

Performance Criteria:

To successfully complete this outcome students will have:

1. Distinguished between canvassing and applying for employment.

2. Satisfactorily demonstrated their use of the telephone in both canvassing and applying for employment.

3. Evaluated their own competence with this means of applying for employment.

Suggested Strategies:

1. Use of student book to stimulate discussion of telephone techniques.

2. Practice using telephones in role play situations to both canvass and apply for employment. Video these role play situations for later evaluation by participants.

Examples of Assessment Tasks

Task:	**CGEA Elements Demonstrated:**
Read examples of telephone calls from student book	Reading and Writing 2.2 Reading for Practical Purposes
Prepare and perform role play with telephones	General Curriculum Options 2.3 Can communicate ideas and information
Prepare for role play situation, evaluate and improve on individual performance in role play situation	General Curriculum Options 2.2 Can Plan and Organise Activities.

Resources:

Student books, telephone books and telephones
Video camera and tape

Learning Outcome 3.2 (Job Applications)

Demonstrate the ability to prepare a draft and completed application for a selected job.

Performance Criteria:

1. Demonstrate a knowledge of the components of a written application and of the different types of written application (e.g. specific application forms, written resume, canvassing letter.

2. Demonstrate the capacity to complete a current and relevant job application form

3. Demonstrate the capacity to complete a written application for a specific position selected from a current and relevant group of such positions.

Suggested Strategies:

1. Read applications in students books as a stimulus to discussion .

2. Discuss the type of applications which appear to be most likely to succeed.

3. Prepare individual canvassing letters which apply to the type of positions which the students have identified as most relevant to themselves.

4. Prepare written applications in response to specific job vacancies. Use word processors to prepare final copy.

Examples of assessment tasks

Task:	**CGEA Elements Demonstrated:**
Discuss the types of applications which are most likely to succeed for the specific client group	Oral Communications 2.4 Oracy for public Debate
Prepare a draft and a final copy of an appropriate letter of application	Reading and Writing 2.2 Writing for Practical Purposes
Type for presentation the final copy of a letter of application	General Curriculum Options 2.7 Using Technology
Read a variety of canvassing letters and letters of application and comment on their content	Reading and Writing 3.3 Reading for Knowledge

Learning Outcome 3.3 (Preparing a Resume)

To successfully complete this outcome students will have prepared a completed resume based on their individual knowledge and abilities and suitable for presentation to a prospective employer.

Performance Criteria:

1. Collect references, educational results and personal information
2. Prepare a draft resume
3. Prepare a final copy

Suggested Strategies:

1. Discussion: "What is a resume?", "What purpose does it serve?"
2. Investigation of sample resumes to see what information can be reasonably included
3. Review of resume section of the video "Lookin' For A Job Cuz"
4. Preparation of resume

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated:**
Prepare and present a completed resume which is suitable to send to an employer	Reading and Writing 3.6 Writing for Practical Purposes
Include in the resume references, proof of skills acquired, proof of skills which are relevant to the position	General Curriculum Options 2.3 Can Plan and Organise Activities General Curriculum Options 2.1 Can Collect, Analyse and Organise Information
Read and comment critically on the prepared resumes of other group members	Reading and Writing 2.3 Reading for Knowledge

Resources

Student Books and stationery
Folders for presentation of completed resume
Video tape "Lookin' For a Job Cuz" and player

Learning Outcome 3.4 (Interview Techniques)

To successfully complete this outcome students will have demonstrated their ability to participate in an interview situation by participating a role play (mock Interview) situation.

Performance Criteria:

1. Prepare appropriately for an interview
2. Participate in an interview with a panel
3. Critically evaluate own interview performance with a view to improvement

Suggested Strategies:

1. Investigation of resumes and letters of application previously prepared to ensure that they are complete and ready for the interview situation.

2. Investigate all aspects of the position being applied for and gain as much knowledge as possible prior to the interview.

3. Read through appropriate section of the Student Book and use this as a springboard for discussion of the interview situation.

4. Role play of interview situations which can be videotaped and later appraised by the participants.

5. View the video "The Interview" and discuss the most appropriate way of presenting for an interview.

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated:**
Investigate the position being applied for in depth in order to prepare prior to the interview.	General Curriculum Options 2.6 Can Solve Problems
In a mock situation investigate how to get to and from the interview (travel schedules), how to be sure to arrive on time (or early), what type of clothing is the most appropriate for the type of interview	

Tasks:	CGEA Elements Demonstrated:
Participate in role play situation which demonstrates an ability to take part in an interview which is videotaped for later appraisal.	Oral Communication 3.2 Oracy for Practical Purposes Oral Communication 3.1 Oracy for Self Expression General Curriculum Options 2.4 Can Work with Others and in Teams General Curriculum Options 2.7 Can Use Technology
Critically appraise own performance on video and discover areas which can be improved. Assist other to critically evaluate their own performances	General Curriculum Options 2.2 Can Communicate Ideas and Information General Curriculum Options 3.4 Can Work with Others and in Teams Oral Communication 3.1 Oracy for Self Expression Oral Communication 2.2 Oracy for Practical Purposes

Resources

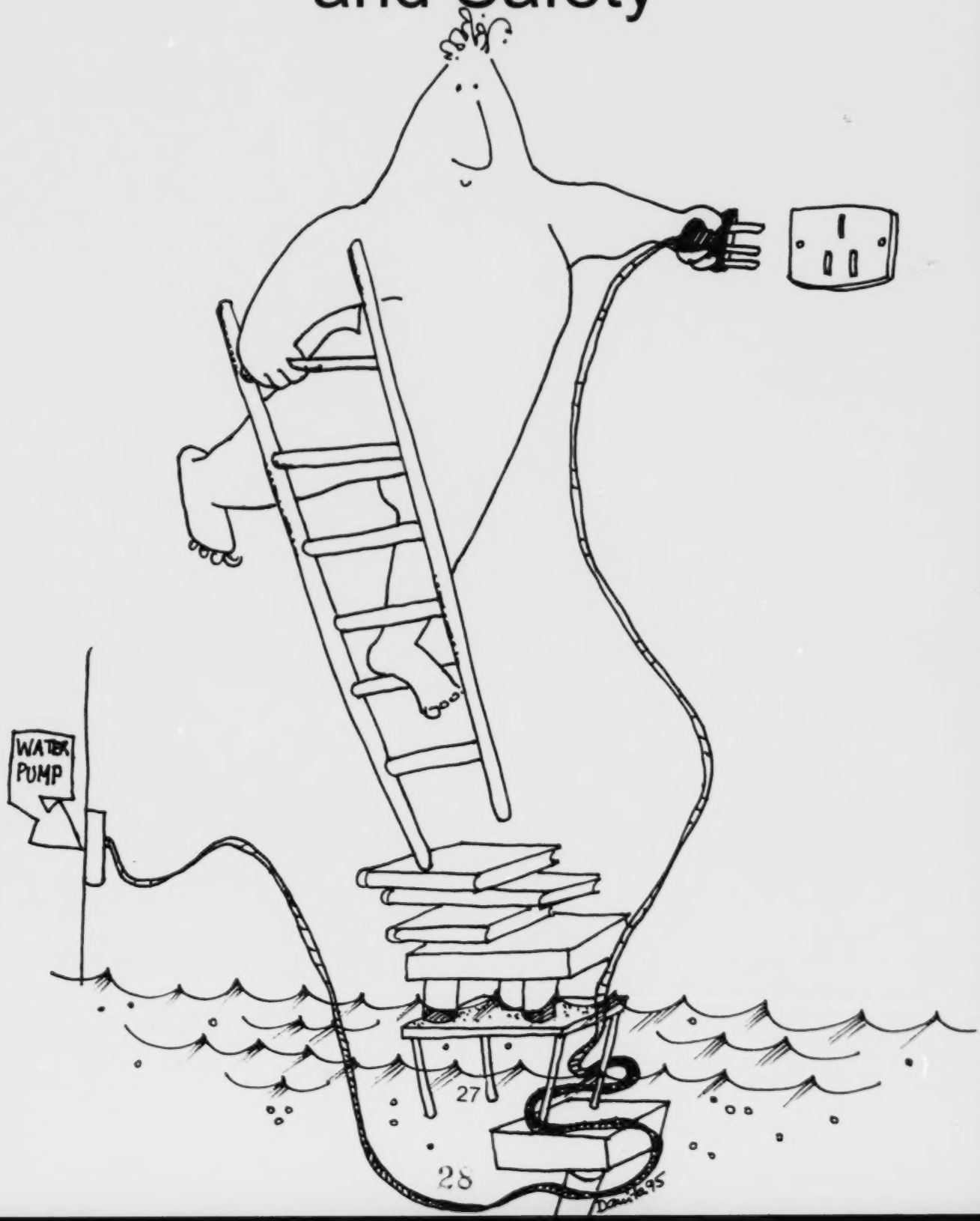
Student Books
Previously prepared letters of application and resumes
Video camera and tape

Notes on Resources

Throughout this program there has been reference made to various resources which have been found to be useful in the past. Obviously other resources may be substituted but for those who wish to use the resources listed here they are available as follows:

Video "Going For It" is available from CES offices. Video "The Interview" stars Graeme Blundell and is available through public libraries and video rental outlets. Video "Lookin' For a Job Cuz" is available from AEVTI head office.

Occupational Health and Safety



Occupational Health and Safety

Occupational Health and Safety is a requirement of all industries and is governed by legislation. The delivery of this program should be by persons who are qualified as Occupational Health and Safety trainers and who are aware of current legislation.

Recognition of Prior Learning

Prior learning may be recognised as long as it is still relevant and current. Where there is a doubt as to the relevance of prior learning the student should be carefully assessed before being given credit.

Corrective Services Industries has identified Occupational Health and Safety as one of the core components of its Vocational Education and Training (VET) program. Where a student has completed this module as part of his VET program then he may be given credit for it and does not need to repeat it. Likewise a student who completes the program as part of his mainstream studies may be given credit towards his VET program.

The OH&S module which follows has been developed at level three. The degree of difficulty of the reading material indicates that Reading and Writing exit level two is a minimum prerequisite competency to successfully undertake this module.

Occupational Health and Safety

Prerequisite: CGEA Reading and Writing exit level two.

Nominal Duration: 20 hours

Competency

Participants will demonstrate basic skills and knowledge required to ensure maximum safety to themselves and others in the environment of the workplace

Performance Criteria:

To successfully achieve this competency participants will:

1. Demonstrate safe handling of goods within the workplace environment.
2. Demonstrate safe manual handling techniques.
3. Demonstrate an awareness of, and compliance with the use of protective clothing
4. Identify the main elements of OH&S legislation and common hazards within the particular industry.
5. Demonstrate the ability to transfer learning from the general to the particular within their work environment.
6. Demonstrate an acceptance of the responsibilities of individuals and their personal morality as it relates to Occupational Health and Safety issues.
7. Demonstrate that lifting equipment, where appropriate, is used correctly
8. Demonstrate that chemicals, dangerous and hazardous goods are to be handled in accordance with the manufacturers specifications and within legislated procedures.

Range and Conditions:

1. Information will be complete relevant and accurate and may need to be interpreted for the particular workplace.
2. Information will be clearly presented
3. Those aspects with generic application will be identified
4. Hazards related to the particular environment will be identified
5. The use of protective clothing and equipment will be demonstrated
6. The main elements of OH&S legislation will be identified and supplied

Suggested Strategies:

Strategies for the delivery of the program may be centred around particular workplace issues. Delivery strategies may include discussion sessions, note taking, the use of handout material (particularly as it applies to legislation), workplace inspection tours, teacher delivery to small groups.

The trainer should familiarise students with the identification of Occupational Health and Safety issues both generically and within their particular workplace and should emphasise the individuals responsibility for his/her own safety and that of others within the workplace.

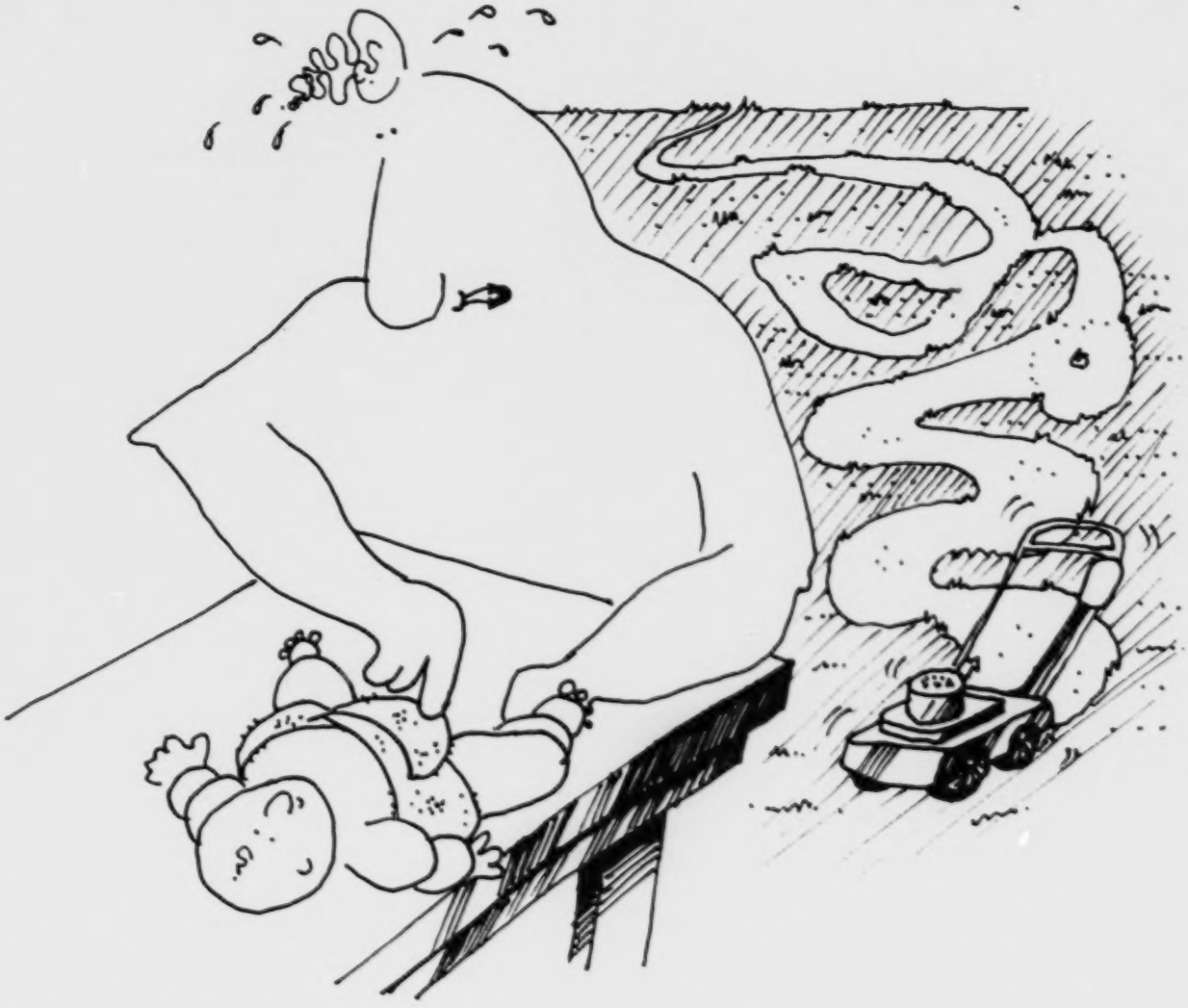
Assessment

Assessment may be by practical demonstration, written or oral exercises/tests.

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated:**
As a class group or a smaller group from within the class, undertake a "workshop inspection tour". In the course of the tour list all aspects which are favourable to a safe working environment an those which are unsafe. Draft and write a report which identifies safety aspects clearly and which makes recommendations for the improvement of workshop safety.	Reading and Writing 3.2 Writing for practical purposes Oral Communication 3.2 Oracy for practical purposes GCO 3.4 Working with others and in teams 3.3 Can communicate ideas and information 3.2 Can plan and organise activities 3.6 Can solve problems

Life Skills



Life Skills

Preamble

The Life Skills curriculum which follows is a reproduction of the Inmates' Life Skills Curriculum published by AEVTI in 1994.

It aims to address those factors which have been identified as increasing the risk of offending.

- Low Self Esteem
- Impulsiveness
- Inflexibility
- Lack of Focus

The curriculum covers two broad content areas which are titled Community Studies and Communications Skills. The document provides broad guidelines for the delivery of these areas but only suggests strategies. Specific delivery strategies are the responsibility of the teacher, in negotiation with the student group.

Group work is recommended throughout the curriculum to encourage the development of communication and conflict resolution skills.

The program may be delivered at any level depending on the skills which the students bring to the learning situation, and may be delivered at multiple levels within the one class/group. The Range and Conditions which follow determine the level at which the student has accomplished each element.

The student workbook MAKING MORE OF ME has been designed as a resource for use with this curriculum.

Range And Conditions For Delivery At Each Level

Level One

1. Content will be within the scope of personal knowledge/experience.
2. Peer support will be encouraged.
3. Teacher support will be direct.
4. Tasks will be clearly outlined and presented.
5. Material used will be from familiar sources.

Level Two

1. Content will be personally relevant though not necessarily within the scope of personal knowledge/experience.
2. Peer support will be encouraged.
3. Teacher support will be direct when required and available at all times.
4. Tasks will be clearly outlined and presented.
5. Material used will be from familiar sources.

Level Three

1. Content may be broad and outside personal experience but should be relevant.
2. Peer support will be encouraged.
3. Teacher support will be indirect.
4. Tasks may be redefined and renegotiated according to need.
5. Material used will be from a variety of sources and should introduce the unfamiliar.

Level Four

1. Content need not be personally relevant or within the scope of personal knowledge/experience.
2. Peer support will be encouraged.
3. Teacher support will be indirect.
4. Tasks may be redefined and renegotiated.
5. Material used will be from a variety of sources.

Module One

Community Studies

Nominal Duration 40 Hours

Competency 1

Demonstrate an awareness
that the role of the individual within a
range of communities encompasses
both rights and responsibilities

Module 1. Community Studies

Learning Outcome 1.1 (Introduction to Communities)

Recognise that all individuals belong to several communities and to identify which communities they belong to such as:

Family
Peer Group
Town/city/suburb
Gaol/wing
Work community
Social/sporting/church group
Education Class group
Country
Global Community

Performance Criteria:

To successfully complete this element students will be able to:

1. Demonstrate a knowledge that communities influence the way in which their members live e.g.

Foods eaten
Hours of work/sleep/recreation
Work ethic
Health

2. Demonstrate an understanding that different communities place different expectations on the individual and that these may or may not be compatible e.g.

Work and family expectations may clash for the wage earner.

Peer group and local community expectations may be incompatible for an adolescent.

3. Identify those communities to which they individually belong and the expectations placed on them by different communities.

Examples of assessment tasks

*Demonstrate an understanding of key words used within the element e.g. community, expectation, family...

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*List all communities to which he/she belongs.

*Recognise the role community expectations play in an individual's behaviour.

Key Competencies to be met:

1. Collecting, analysing and organising ideas and information.
2. Communicating ideas and information.
3. Planning and Organising Activities.
4. Working with others and in teams.

Suggested strategies:

1. Discussion groups e.g. choose three hypothetical family communities and list the influences which they have on their members using whiteboard or butcher's paper. In what ways are their influences similar/different. Hypothetical families may include (i) Two parents, two children, one wage earner. (ii) Single parent who works outside the home. (ii) Single parent who does not work outside the home. (iv) Two parents who work outside the home, one child. (v) Two parents who work outside the home, multiple children. Or any other hypothetical family by negotiation.

2. Collecting and collating newspaper/magazine articles on specific communities e.g. families, sporting groups, social groups and noting the influences which these groups might have on their members.

3. Writing exercises (poetry and prose) including letters to family members, creative writing exercises based on communities to which students belong.

4. Mapping and graphing information about the communities to which students belong e.g. Number in family, average age in class group, ethnicity in wing/unit.

5. Informal debating "That family expectations of adolescents are unrealistic"

6. Collating types of expectations placed on individuals by the different communities to which they belong.

Module 1. Community Studies

Learning Outcome 1.2 (Family and Friends)

Identify family/peer group pressures and be better equipped to make informed choices when subject to them.

Performance Criteria:

To successfully complete this element students will have:

1. Identified their role within the family and peer group.

2. Compared the expectations placed on them by family and friends.

3. Recognised those expectations which are easily met and those which are difficult.

4. Explored their emotional response to meeting the expectations of others.

5. Recognised their rights as individuals to say "NO" to unreasonable demands.

6. Completed an individual depth study into either families or peer groups *(nominal duration 5 hours)* which may consist of a collection of newspaper articles with brief comments, a written assignment or other study through negotiation.

Examples of assessment tasks.

*Completion of a depth study which will be presented to other class members.

*Demonstrated understanding of expectations.

*Demonstrated understanding of the rights of individuals.

Key Competencies to be met:

1. Collecting, analysing and organising ideas and information.
2. Communicating ideas and information.
3. Planning and Organising Activities.
4. Solving problems
5. Using technology.

Suggested Strategies:

1. Group discussion e.g. the different roles each individual plays within a defined community and how these roles are defined by community expectations, how these roles can be redefined, through negotiation, where they are unsuitable to the individuals.

2. Listing and compiling the different expectations placed by different communities.

N.B. The depth study which is an assessable component of this element should be completed in terms of the range and conditions which apply to the rest of the element within class time and with obvious teacher support wherever necessary.

Module 1. Community Studies

Learning Outcome 1.3 (Communities and Rules)

Recognise that all community members have responsibilities to all other members.

Learning Outcome 1.4

Recognise the role of government and laws in creating a stable life style for community members.

Performance Criteria:

To successfully complete this unit students will have:

1. Identified their different roles within the different communities to which they belong e.g.

Father within a family
Inmate within Correctional Centre
Student within a class
Sweeper within a unit

2. Identified that there are rules which govern their individual behaviour which may not apply to other community members who have other roles e.g. The roles of mother and child each have their own rules to conform to within a family.

3. Identified that these rules act to stabilise the local community.

4. Recognised that the broader community is also stabilised by rules in the form of formal laws.

5. Demonstrated an understanding of the need for rules (laws).

6. Identified that there is a complete set of unwritten rules which governs life in any community e.g. within a gaol.

Examples of assessment tasks:

*Clearly demonstrate an understanding of the need for rules by writing, discussion, participation.

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Key Competencies to be met:

1. Collecting, analysing and organising ideas and information.
2. Communicating ideas and information.
3. Planning and Organising Activities.
4. Working with others and in teams.

Suggested Strategies:

1. Group discussion on the way in which rules are formulated and their reasons.

2. Charting and Graphing the informal rules as compared with the formal rules e.g. within the gaol community the unofficial code of conduct often has more bearing than the official code of conduct.

3. Guest Speakers (from Law Society, Local Police) Usually the Police Aboriginal Community Liaison Officers are very happy to speak to groups about their role and they have two distinct advantages (i) they are already security cleared (ii) they don't wear uniforms.

4. Role play (and reverse role play) of situations where rules (written or unwritten) are operational e.g. between father and son, inmate and case officer.

5. Debating in an informal manner such topics as "Communities have more rules now than they had one hundred years ago", "Rules deny freedom of the individual".

6. View the video "The Legal Check-up", produced by the Law Foundation of New South Wales, and use it to generate discussion. This video is particularly valuable in that it stresses continually the importance of thinking before you act and can thus be support material for the necessary thinking skills which are needed for behavioural change. Law Foundation material is available from most community libraries and some gaol libraries.

Module 1. Community Studies

Learning Outcome 1.5 (Parenting)

Understand the role of the parent as the primary carer of the child.

Performance Criteria:

To successfully complete this unit students will have:

1. Identified that children are exposed to influences from all the communities to which they belong:

Family
Peer group
School/Pre-school

and that, as with adults, these influences are sometimes in conflict.

2. Identified the parental role as guide through this conflict.

3. Recognised that children are individuals with personal rights.

4. Explored methods of child discipline.

5. Successfully completed a depth study *(nominal duration 5 hours)* into an area of personal interest or need e.g. dealing with babies (feeding, bathing, changing, immunisation), children's developmental stages, living with adolescents, school education.

Examples of Assessment Tasks:

* Demonstrate, by written or oral presentation, an understanding of the concept of parenting and of the parent as primary carer.

Key Competencies to be met:

1. Collecting, analysing and organising ideas and information.
2. Communicating ideas and information.
3. Planning and Organising Activities.

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Suggested strategies:

1. Group discussion, formal and informal debating on a variety of topics e.g. The value of old adages... Children should be seen and not heard, Spare the rod and spoil the child etc. The changing role of parents in the 90s. The value of immunisation.

2. Preparation of compare and contrast charts on child care in different cultures.

3. Collecting and analysing newspaper articles on a given topic, e.g. child abuse, children smoking, education practice.

4. Written assignments (poetry/prose/script) on specific interest topics.

5. Role play e.g. Parent with difficult toddler, adolescent with difficult parent.

Module 1. Community Studies

Learning Outcome 1.6 (Living with Others)

Recognise that all individuals have strengths and weaknesses regardless of race, sex, physical or intellectual disability.

Performance Criteria:

To successfully complete this unit students will have:

1. Identified their own strengths and weaknesses and openly discussed them.

2. Recognised strengths and weaknesses in others.

3. Explored one other culture in a depth study *(nominal duration 5 hours)* with emphasis on the way of life of the people within that culture e.g. Eskimo parenting, Japanese work ethic, Islamic gender expectations .

4. Become familiar with the Australian Anti Discrimination Act and N.S.W. laws regarding discrimination.

Examples of Assessment Tasks:

* Written assignment on a culture different to the student's own.

* Oral debate on such topics as Australia's Immigration Policy, the Gay Rights Movement, the uses and abuses of sheltered workshops.

Key Competencies to be met:

1. Collecting, analysing and organising ideas and information.
2. Communicating ideas and information.
3. Planning and Organising Activities.
4. Working with others and in teams.

Suggested Strategies:

1. Group Discussion What is discrimination? How are prison inmates discriminated against? How does stereotyping people effect the way they may be treated?

2. Written exercises comparing and contrasting the role of women today with that of forty/eighty years ago.

3. Mapping charting and graphing groups within the gaol according to race, religion, height, colour etc.

4. Peer Tutoring from group members who belong to minority groups.

5. Guest speakers from minority groups

Module 1. Community Studies

Learning Outcome 1.7 (The Global Community)

Develop an awareness of the individual's role within the global community.

Performance Criteria:

To successfully complete this unit students will have:

1. Gained knowledge of major current global issues, their causes and effects e.g. Global warming, War zones, Environmental issues, the contrast between first and third world countries, the spread of HIV/AIDS.

2. Prepared a suggested solution to one global problem which addresses a maximum number of factors.

3. Recognised the role of the individual within global issues and that the individual can have impact.

Undertaken a depth study (*nominal duration 5 hours)* on The Individual and The Community, using as a example one outstanding individual who has achieved a global impact e.g. Fred Hollows. Mother Theresa .....

Examples of Assessment Tasks:

- Mapping assignment locating sites of global issues
- Presentation of depth studies to other class members

Key Competencies to be met:

1. Collecting, analysing and organising ideas and information
2. Communicating ideas and information
3. Planning and organising activities
4. Working with others and in teams

Suggested Strategies

1. Group discussion on such topics as: the value of world leaders as agents of change, causes behind global conflict, the disparity between first and third world living standards etc.

2. Mapping assignments charting current events of global importance.

3. Written assignments (poetry/prose) on a range of interest topics.

4. Multi media presentation of the results of depth studies.

Module Two

Communications

Nominal Duration 40 Hours

Competency 2

Demonstrate increased skills in the transfer of meaning as both receiver and sender

Module 2. Communications

Learning Outcome 2.1 (Getting the message)

Define COMMUNICATION as "the transfer of meaning" and understand that it is a two way process.

Performance Criteria:

To successfully complete this unit students will have:

1. Identified that communication is an ongoing process and that it takes many forms.

2. Identified that there are many causes of communication blockage and that they can occur at any stage of the process i.e. Receiving
Decoding
Persuasion
Action

3. Identified specific causes of communication breakdown at each stage e.g.
Meaning not received accurately or at all owing to auditory/literacy/delivery problems.

Meaning not decoded accurately or at all owing to language/cultural background.

Meaning does not persuade owing to lack of background information, cultural differences in interpretation.

Meaning not acted upon owing to physical intervention.

4. Identified that communication is as much the responsibility of the receiver as of the sender and that in everyday communication sender and receiver exchange roles on an ongoing basis.

5. Generated strategies for recognising and remediating communication breakdowns.

Examples of assessment tasks.

*Role play unsuccessful and successful verbal communication.

*Demonstrate an awareness of and use of feedback and paraphrasing during a discussion.

Key Competencies to be met:

1. Collecting, analysing and organising ideas and information.
2. Communicating ideas and information.
3. Planning and Organising Activities.
4. Working with others and in teams.
5. Using Mathematical Ideas and Techniques.
6. Solving Problems.

Suggested Strategies:

1. Group discussion on cultural differences and their effects on communication.

2. Role play situations where effective communication is critical.

3. Research exercises into the origin of words or non verbal signals.

4. Written and oral presentations which explain aspects of communication to the rest of the class.

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Module 2. Communications

Learning Outcome 2.2 (Focusing on the Message)

Demonstrate familiarity with the concept of focusing and practically applied this technique.

Performance Criteria

To successfully complete this element students will be able to:

1. Understand the concept of FOCUS THINKING.

2. Demonstrate an understanding of the concept of CONSEQUENCES.

3. Understand the concepts behind OPINIONS.

4. Have taken part in practical exercises which demonstrate the need for focusing.

Examples of assessment tasks:

> *The students are here being assessed on a behavioural change as well as on the specific skill of focusing and assessment tasks should be structured to allow for informal observation of this change. If the students are able to demonstrate that there is a carry over from this area into other areas of study and/or communication then they have been successful in this element.

Key Competencies to be met:

1. Collecting, analysing and organising ideas and information.
2. Communicating ideas and information.

Suggested Strategies:

1. Discuss the concept of FOCUS THINKING using examples, where appropriate, of the consequences of thinking on an inappropriate focus e.g. The inmate who becomes so concerned with making a phone call at the right time that he neglects to talk about the real reason he is phoning when he finally gets through.

2. Practical focusing..... THINK about the chair you are sitting on. Think of all its components: back, seat, legs etc. What is it made of? By whom is it made?

Time this exercise for three minutes (you may need to start at 30 seconds and work up). Ask the students if their thoughts strayed from the subject during the thinking time. Try to elicit honest answers.

Now have the students try to think of ways to improve the chair. This should be a very short exercise and lead to ....

3. Group Discussion..... How can we improve this chair? Look, as a group, at the consequences of each change suggested. In cost/ Employment loss:gain/ Environmental impact etc.

5. Taking Sides.....Choose a current, but non-threatening subject from current affairs which requires an opinion e.g. Who will win the football this week-end? Have students write their answer to this and give reasons. Then form two random groups to take sides in a discussion and form their arguments into a debate.

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Module 2. Communications

Learning Outcome 2.3 (Relating to Others)

Demonstrate increased skills in interpersonal relations.

Performance Criteria:

To successfully complete this unit students will be able to:

1. Recognise that all relationships are the responsibility of all parties involved in them.

2. Identify the different roles which are played within a relationship: e.g. controller and controlled, equal partnerships: and recognise that they will play different roles within different relationships.

3. Identify causes of conflict within relationships as role conflicts or communication breakdowns.

4. Plan a resolution to a relationship conflict which they are experiencing/have experienced.

5. Define the distinctions between passive, assertive and aggressive behaviour.

6. Demonstrate an understanding of a win/win solution.

Examples of Assessment Tasks:

*Have students work out a resolution to a personal conflict in their lives. This should not be a major conflict unless the student is very confident of the support of his peers within the class.

*Role play successful and unsuccessful conflict resolution.

Key Competencies to be met:

1. Collecting, analysing and organising ideas and information
2. Communicating ideas and information
3. Planning and organising activities
4. Solving problems

Suggested strategies:

1. Group discussion of conflict resolution techniques and strategies leading to role play situations.

2. Reasoning from the general to the particular e.g. If these techniques work in a number of sample situations how can I apply them to a particular situation?

3. Letter writing (informal and formal) to communicate a cause of conflict with a friend, family member, business house.

Module 2. Communications

Learning Outcome 2.4 (How we Understand the Message)

Demonstrate an understanding of the concepts of Information, Logic and Emotion and practise critical thinking strategies.

Performance Criteria:

To successfully complete this unit students will be able to:

1. Differentiate between Information, Logic and Emotion as they are used to influence actions.

2. Critically examine statements to identify when these factors are being used to influence their opinions and actions.

Examples of assessment tasks:

* Critically examine a current affairs newspaper article or T.V. report and evaluate the ways in which it attempts to influence people.

* Demonstrate the use of information, logic and emotions when attempting to influence the class group to a point of view.

Key Competencies to be met:

1. Collecting, analysing and organising ideas and information.
2. Communicating ideas and information.
3. Planning and Organising Activities.
4. Working with others and in teams.
5. Solving Problems.

Suggested Strategies:

1. Examine critically the following statements (sample statements only. The statements used should be relevant to the class group).

> There is a high rate of unemployment, especially among teenagers.In some fields there are many job vacancies and jobs which cannot be filled.Therefore this proves that the unemployed do not really want to work.

Which parts of these statements are information? Which parts rely on logic? Which parts are trying to appeal to the emotions? What is wrong with the statements? Why?

2. Group Discussion..... What information is most reliable? What information is least reliable? How is logic used to convince the audience? How does the emotional mood of the statement influence the audience?

3. What are the consequences (outcomes) of accepting information without looking at where it comes from and without examining it critically?

4. Critically examine the following statements (suitable statements to be used) e.g.

> The Commonwealth Department of Defence reports Airforce sightings of unidentifiable lights in the southern sky.
>
> The Indonesian Airforce has increased its number of aircraft in recent months.
>
> This indicates that the Indonesians are carrying out manoeuvres over Australian territory.

Ceramics

Ceramics

Preamble

The ceramics curriculum covers four levels (each level equivalent to one module) and contains five areas of study (learning outcomes) within each level. These areas of study are:

Theory which includes the compiling of an ongoing portfolio. This allows for assessment of reading and writing skills as well as providing a body of information for the student including information on Occupational Health and Safety.

Hand Building which explores increasingly complex hand building techniques as the levels progress and introduces industrial skills.

Throwing which also becomes increasing complex as the levels progress. At level four there are two throwing outcomes.

Decoration which includes some glaze theory.

Technology and technical aspects which includes properties of clay, glaze formulae, firing and kiln technology and use of technology in ceramics.

Credentials

In order to gain a credential of Certificate in General Education For Adults (Foundation) all of modules one and two are to be completed as well as level two modules in Reading and Writing, Numerical and Mathematical Concepts and Oral Communication. However the three core streams may be assessed as part of the Ceramics program wherever appropriate.

In order to gain the a stream credential: Certificate in General Education For Adults (General Curriculum Options: Ceramics) the foundation certificate needs to be achieved as well as completion of all of modules three and four.

A table setting out the program appears below.

	Theory	*Handbuilding/ Industrial*	*Throwing*	*Decoration*	*Technology*
Module Four	Learning Outcome 4.1	Learning Outcome 4.2	Learning Outcomes 4.3 and 4.4	Learning Outcome 4.5	Learning Outcome 4.6
Module Three	Learning Outcome 3.1	Learning Outcome 3.2	Learning Outcome 3.3	Learning Outcome 3.4	Learning Outcome 3.5
Module Two	Learning Outcome 2.1	Learning Outcome 2.2	Learning Outcome 2.3	Learning Outcome 2.4	Learning Outcome 2.5
Module One	Learning Outcome 1.1	Learning Outcome 1.2	Learning Outcome 1.3	Learning Outcome 1.4	Learning Outcome 1.5

Pre-requisites

There are no formal pre-requisites for entry into the program although students who have not attained Level Two competence in Reading and Writing and Level One competence in Numerical and Mathematical Concepts should be concurrently enrolled in these programs.

Duration

The entire program has a nominal duration of 500 hours which is made up as follows:

Module One 125 hours Module Three 125 hours
Module Two 125 hours Module Four 125 hours

Durations for each module are nominal only. Progression to the next module may occur at any time competence is demonstrated. It is also possible to progress through the strands without waiting to complete other learning outcomes within the same level e.g. a student may be at level two in the theory while still mastering level one handbuilding.

Recognition of prior learning:

Students may be granted advanced entry into the course on provision of evidence of competencies gained through prior education, life skills or work experience provided that the learning can be demonstrated and is still relevant.

Module One

Nominal Duration 125 Hours

Competency 1

Undertake beginner activities with clay efficiently,
and with sufficient self-management,
to meet the explicit requirements of the activity
and to make judgements about quality of outcomes
against established criteria while operating within
Occupational Health and Safety guidelines.

Learning Outcome 1.1

Compile a portfolio which contains information on hand building techniques, project drawings, results of test firings and solutions to potential problems

Performance Criteria:

1. Follow existing guidelines for the collection, analysis and organisation of information.
2. Access and record information from given sources.
3. Organise information into predetermined categories.
4. Check information for completeness and accuracy.

Range and Conditions:

1. The subject matter will be familiar and/or personal.
2. The guidelines for the completion of the task will be established and clear.
3. The nature of the task will be simple with information required from a single source.
4. There will be obvious teacher support and supervision.

Suggested Strategies:

Access different clay types and compare and contrast their colours, textures, pliability, elasticity and firing temperature. Fire a series of test tiles. Compile a table of the results.

Prepare drawings of projects and record the information necessary to carry the projects through to completion.

Examples of Assessment Tasks:

Task	**CGEA Elements Demonstrated:**
Create a table of types of clays and their suitability for particular projects	General Curriculum Options 1.1 Can collect, analyse and organise information Reading and Writing 2.2 Writing for Practical Purposes.
Present a completed portfolio and discuss the material contained in it.	GCO 1.1 Can, collect, analyse and organise information Oral Communication 2.2 Oracy for Practical Purposes GCO 1.3 Can communicate ideas and information

Learning Outcome 1.2

Construct three hand built pots (coil, slab, pinch)

Performance Criteria:

1. Establish and maintain focus in completing a defined activity, in this case three hand built pots.
2. Follow Occupational Health and Safety guidelines including cleaning of tools and work area.
3. Prepare clay and work area.
4. Construct a burnished, enclosed bowl, using pinch technique
5. Construct a slab vessel, round or oval, and join a base.
6. Construct a coil pot based on an animal shape.
7. Refine surface.
8. Manage the drying process.

Range and Conditions:

1. The subject matter will be familiar and/or personal.
2. The guidelines for the completion of the task will be established and clear.
3. The nature of the task will be simple with information required from a single source.
4. There will be obvious teacher support and supervision.

Suggested Strategies:

View slides, videos, books and draw the vessels before attempting to construct them.

Produce simple hand built forms to meet a given criteria by first preparing the clay and by using slab, coil and pinch techniques. Compare the completed project to the criteria or model used and assess it for quality.

Establish a plan using drawings and complete the task.

Examples of Assessment Tasks:

Task	**CGEA Elements Demonstrated:**
Estimate the quantity and type of clay required to produce a slab built pot to fulfil a particular purpose.	General Curriculum Options 1.2 Can Plan and Organise Activities
Build the pot and fire it and check for quality against the criteria for the project.	Numerical and Mathematical Concepts 1.5 Classify shapes.
Use the tools appropriate to the task	GCO 1.7 Can use technology
Submit the three prepared pots and the preliminary drawings for assessment	

Learning Outcome 1.3

Throw 3 bowls, 6 coffee mugs, 3 jugs and 3 lidded jars

Performance Criteria:

1. Wedge and knead clay to a standard suitable for throwing.
2. Centre a 500g ball of clay and with this quantity throw cylinders as a repeated exercise.
3. Forming basic shapes to create bowl, jug and bottle (narrower neck than belly) shapes.
4. Check forms for consistent thicknesses.
5. Remove pot from wheel correctly.
6. Manage the drying process.

Range and Conditions:

1. The subject matter will be familiar and/or personal.
2. The guidelines for the completion of the task will be established and clear.
3. The nature of the task will be simple with information required from a single source.
4. There will be obvious teacher support and supervision.

Suggested Strategies:

Students must draw the shapes which they wish to achieve and then, by continued practice, work to achieve these shapes

Students should be aware of structural faults and the means of resolving these.

Examples of assessment tasks:

Tasks	**CGEA Elements Demonstrated:**
Prepare a presentation for the rest of the class which describes how you produced a bowl. Use diagrams to assist with the presentation.	Oral Communication 2.3 Oracy for knowledge General Curriculum Options 1.3 Can communicate ideas and information. General Curriculum Options 1.2 Can plan and organise activities
Present the three pots, at the appropriate standard (no structural faults) for assessment.	

Learning Outcome 1.4

Decorate a series of prepared pots using, burnishing, sgraffito and one coloured slip, where the student has prepared the coloured slip.

Performance Criteria:

1. Line blend an oxide slip.
2. Prepare batch of successful slip.
3. Rub leather hard ware with a smooth surface to create a burnished effect.

Range and Conditions:

1. The subject matter will be familiar and/or personal.
2. The guidelines for the completion of the task will be established and clear.
3. The nature of the task will be simple with information required from a single source.
4. There will be obvious teacher support and supervision.

Suggested Strategies:

Practice with different surfaces to achieve the desired burnished effect (use polished stone, back of spoon etc.)

Taking responsibility for a share of the cleaning and organisation of the pottery studio

Working with others to carry out tests on clays and oxides

Examples of Assessment Tasks:

Tasks	**CGEA Elements Demonstrated:**
Work with a variety of partners to test percentages of oxide in coloured slips	GCO 1.4 Work with others and in teams Numerical and Mathematical Concepts 3.2 Develop and use simple formulae Oral Communication 1.2 Oracy for practical purposes
Present decorated pieces for assessment.	

Learning Outcome 1.5

Compare and contrast earthenware clays to determine their plasticity and shortness, shrinkage rate, colour, porosity and firing properties to biscuit and stoneware temperatures.

Performance Criteria:

1. Clarify the nature of the outcome sought
2. Prepare a 10cm shrinkage bar and a small test ring
3. Throw a small test bowl of 10cm diameter

Range and Conditions:

1. The subject matter will be familiar and/or personal.
2. The guidelines for the completion of the task will be established and clear.
3. The nature of the task will be simple with information required from a single source.
4. There will be obvious teacher support and supervision.

Suggested Strategies:

Opportunities need to be taken as they arise for calculating the quantity of clay needed to make a specific pot taking into account the shrinkage rate of different clays. Measurement techniques using scales, templates, callipers and rulers can be practised and perfected in the course of producing items.

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated:**
Measure the shrinkage rate of different clays, using a ruler, and express as a percentage	Numerical and mathematical concepts 3.2 Develop and use simple common formulae

Module Two

Nominal Duration 125 Hours

Competency 2

Undertake more advanced activities with clay, with sufficient self management to meet the explicit requirements of the activity, and to make judgements about the quality of outcomes against established criteria, within Occupational Health and Safety Guidelines.

Learning Outcome 2.1

Compile a portfolio which contains information on processes covered, plans and drawings of projects and a historical research assignment into one area of primitive pots.

Performance Criteria:

1. Follow existing guidelines for the collection, analysis and organisation of information
2. Access and record information from given sources
3. Organise information into predetermined categories
4. Check information for completeness and accuracy

Range and Conditions:

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with information required from more than one source or a more complex task with information from a single source.

Suggested Strategies:

Research project into primitive methods of hand building and firing. Hand building a replica of a simple primitive pot and presenting a written assignment as to its origin and original use.

Collating information on the types of pots which are developed from cylinders.

Examples of Assessment Tasks:

Tasks	**CGEA Elements Demonstrated:**
Hand-building a simple primitive pot and presenting the results of research into the origin of similar historical pots	GCO 2.1 Can collect, organise and analyse information Reading and writing 3.7 Reading for knowledge 2.3 Writing for practical purposes GCO 2.3 Can communicate ideas and information

Present the portfolio for assessment.

Learning Outcome 2.2

Prepare a slab built and an extruded coil pot.

Performance Criteria:

1. Prepare and join a simple slab built pot of at least five sides
2. Use extruded coils to produce a primitive pot.
3. Manage the drying process
4. Assume responsibility for the process of the pot throughout its production.
5. Participate as a team member within the workshop environment with shared responsibilities including for occupational health and safety of the workshop.

Range and Conditions:

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with information required from more than one source or a more complex task with information from a single source.
4. There will be ready access to teacher consultation

Suggested Strategies:

Explore primitive shapes through research and select a shape to emulate.
Discussion: What is the function of the finished piece to be?
Practise joins for slab pots.
Practise joins with extruded coils.

Examples of Assessment Tasks:

Tasks	**CGEA Elements Demonstrated:**
Present the finished pots to the class/group and discuss the background of the pot or its function.	Oral Communication 2.3 Oracy for knowledge
Present the prepared pots for assessment.	

Learning Outcome 2.3

Present a set of six coffee mugs, a set of three graduated jugs (made with 1kg, 1.5kg and 2kg of clay) and a set of three graduated canisters (with turned feet). All surfaces to be decorated.

Performance Criteria:

1. Coffee mugs will have pulled handles and will be of consistent size and shape
2. Bowls must be turned and no less than 500gs each
3. Lidded pots (canisters) will have a gallery in either the pot or flange in the lid
4. Manage the drying process to bone dry
5. Assist in kiln packing and management

Range and Conditions:

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with information to be given to more than one person or a more complex task with information to be given to a single person or familiar small group
4. There will be ready access to teacher consultation

Suggested Strategies:

Continue to practice throwing cylinders, as commenced in module one, and opened shapes until a consistent standard is reached.

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated:**
Explore the tolerances required for joining plastic clay and produce ware which is free from structural faults	GCO 2.6 Can solve problems
Present the completed pieces for assessment	

Learning Outcome 2.4

Use more advanced decorative techniques to finish ware.

Performance Criteria:

1. Demonstrate the use of a banding wheel to execute a straight pinline
2. Use slip decoration with a least two coloured slips
3. Demonstrate a proficiency in wax resist decoration
4. Make and use plaster stamps which are sympathetic with a breaking and pooling glaze
5. Make a plaster sprig to be applied to a vessel.

Range and Conditions:

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with individual tasks to be negotiated or the task will be more complex with individual tasks clearly defined
4. There will be ready access to teacher consultation

Suggested Strategies:

Explore a variety of decorative techniques which are appropriate for different types of wares.

Use surface carving and sculpture relief as alternative decorative techniques for the primitive pot.

Examples of Assessment Tasks:

Tasks	**CGEA Elements Demonstrated:**
Prepare a set of drawings indicating the finished decorated appearance of the set of coffee mugs. Ensure that all materials are available for the project. Complete the project and compare it with the drawings	GCO 2.2 Can plan and organise activities
Present decorated wares for assessment	

Learning Outcome 2.5

Use appropriate technology to undertake activities with clay at a basic level.

Performance Criteria:

1. Classify stoneware clays according to plasticity, shrinkage and porosity.
2. Build a simple kiln (within local guidelines).
3. Reclaim throwing excess and reconstitute unsatisfactory attempts
4. Use a pugmill where available
5. Produce simple tools to assist in turning, decoration and forming

Range and Conditions:

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with information acquired from more than one source, or a more complex task with information from a single source
4. There will be ready access to teacher consultation

Suggested Strategies:

Build a simple combustion kiln which will be used to fire primitive pots and which uses available facilities. Estimate the size of the chamber needed to take all the primitive pots for the class and proceed with one firing.

Work in groups to ensure that all possible clay is reclaimed and retained

Investigate the cost savings on hand made tools and reclaimed clays

Examples of Assessment Tasks:

Tasks	**CGEA Elements Demonstrated:**
Build a simple kiln and use it. Make a set of working tools	GCO 2.7 Can use technology
Estimate the potential cost of waste clay if the clay is not reclaimed	GCO 2.5 Can use mathematical ideas and techniques

Module Three

Nominal Duration 125 Hours

Competency 3

Become sufficiently proficient in manufacture of ceramic pieces to be able to produce wares for exhibition and sale.

Learning Outcome 3.1

Prepare a portfolio of material which includes technical information and project drawings and participate in the preparation of an exhibition catalogue.

Performance Criteria:

1. Clarify the needs of the audience and the purpose of the information
2. Access and record information from a variety of sources
3. Select categories or structures by which to organise information
4. Assess information for relevance, accuracy and completeness

Range and Conditions:

1. The subject matter will be everyday and will include some unfamiliar material
2. The established guidelines for the task will need to be interpreted for the present situation
3. The nature of the task will be clear with information required from a range of sources, or a complex task with information from a single source
4. Teacher will be available for consultation and feedback

Suggested Strategies:

Investigate a series of catalogues and decide on a catalogue format. Complete research into interest areas which relate to the pieces being manufactured.

Examples of Assessment Tasks:

Tasks	**CGEA Elements Demonstrated:**
Compiling a body of written work on traditional areas in ceramic history	GCO 3.1 Can collect, organise and analyse information
	GCO 3.3 Can communicate ideas and information
Based on personal research prepare of a firing chart to accommodate different clays and different decorative techniques	GCO 3.5 Can use mathematical ideas and techniques
Present the portfolio for assessment	

Learning Outcome 3.2 (Introduction to Industry)

Prepare a one piece plaster mould suitable for producing a piece of utility ware

Performance Criteria:

1. Co-ordinate and manage processes to achieve defined objectives
2. Maximise quality of outcomes and process
3. Establish effective work priorities

Range and Conditions:

1. The subject matter will be everyday and will include some unfamiliar material
2. The established guidelines for the task will need to be interpreted for the present situation
3. The nature of the task will be clear with information required from a range of sources, or a complex task with information from a single source
4. Teacher will be available for consultation and feedback

Suggested Strategies:

Create a master from clay in order to create the initial plaster mould (at this stage it is adequate for students to simply use a commercial bowl as a master)

Produce ceramic pieces of predetermined size and quality to fill an order within a given time frame and to a specific cost.

Examine utility ware which can be produced from a one piece mould (platters, fruit trays, baking dishes, lasagne dishes)

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated:**
Produce a series of finished pieces from a mould which demonstrate different decorative techniques	GCO 3.2 Can plan and organise activities

Learning Outcome 3.3

Produce one casserole, one large bowl, one large platter/plate (with turned feet) and one flat based pasta dish of saleable quality

Performance Criteria:

1. Items to be of consistent size, shape, decoration and quality
2. Items to have joined handles and knobs
3. Items to have appropriate lids
4. Extra pieces may be submitted e.g. large canister, coffee pot

Range and Conditions:

1. The subject matter will be everyday and will include some unfamiliar material
2. The established guidelines for the task will need to be interpreted for the present situation
3. The nature of the task will be clear with information required from a range of sources, or a complex task with information from a single source
4. Teacher will be available for consultation and feedback

Suggested Strategies:

Selection of appropriate shapes and sizes for items based on research.

Examples of assessment tasks:

Tasks	**CGEA Elements Demonstrated:**
Discuss with other group members popular styles of vessels and their origins	GCO 3.3 Can communicate ideas and information GCO 3.1 Can collect, organise and analyse information Oral Communication 3.2 Oracy for practical purposes; 3.3 Oracy for knowledge

Present the items for assessment

Learning Outcome 3.4

Present one abstract and one realistic design which demonstrate a variety of decorative techniques.

Performance Criteria:

1. Use a calligraphy brush with sufficient proficiency to produce the desired decoration to saleable quality
2. Use slip trailing with sufficient proficiency to produce the desired decoration to saleable quality
3. Use stencils with sufficient proficiency to produce the desired decoration to saleable quality
4. Use a compressed air spray gun for glaze application or air brush decoration with sufficient proficiency to produce the desired decoration to saleable quality
5. Explore decoration and design

Range and Conditions:

1. The subject matter will be everyday and will include some unfamiliar material
2. The established guidelines for the task will need to be interpreted for the present situation
3. The nature of the task will be clear with information required from a range of sources, or a complex task with information from a single source
4. Teacher will be available for consultation and feedback

Suggested Strategies:

Research and investigate a variety of existing decorative techniques and discuss those which are most appropriate for different types of ware

Examples of Assessment Tasks:

Tasks	**CGEA Elements Demonstrated:**
As a group prepare a display of assessment pieces to be viewed by other students and staff. Ensure that the display is organised into specific categories and that each piece in displayed to its best advantage. Provide a descriptive list.	GCO 3.4 Can work with others and in teams GCO 3.2 Can plan and organise activities Reading and Writing 2.3
Present decorated pieces for assessment	

Learning Outcome 3.5

Use mathematical techniques and appropriate technology to a sufficient standard to have achieved a degree of independence in manufacturing goods to saleable standard.

Performance Criteria:

1. Use line blending to refine the glaze quality before mixing a batch
2. Identify the mathematical ideas and techniques which are applicable
3. Program an electric kiln
4. Judge the level of accuracy required
5. Pack and fire kiln to stoneware cycle
6. Prepare a batch of glaze to specifications

Range and Conditions:

1. The subject matter will be everyday and will include some unfamiliar material
2. The established guidelines for the task will need to be interpreted for the present situation
3. The nature of the task will be clear with information required from a range of sources, or a complex task with information from a single source
4. Teacher will be available for consultation and feedback

Suggested Strategies:

Estimating the cost of various glazes from prices of raw materials in a pottery supplies catalogue.

Use standard literature to research individual approaches

Examples of Assessment Tasks:

Tasks	**CGEA Elements Demonstrated:**
Prepare a chart showing glaze results as a result of test fires	GCO 3.2 Can plan and organise activities GCO 3.3 Can communicate ideas and information GCO 3.5 Can use mathematical ideas and techniques

Module Four

Nominal Duration 125 Hours

Competency 4

Demonstrate autonomy in the production of ceramic ware,from ordering raw materials to marketing the finished product.

Learning Outcome 4.1

Present a completed portfolio which is suitable for inclusion as part of a curriculum vitae and a major research project into a particular area of ceramic history.

Performance Criteria:

1. Define the needs of the audience and the purposes of the information
2. Investigate sources critically to identify and distil relevant information
3. Identify within information the main organising categories and structures
4. Evaluate the quality and validity of information

Range and Conditions:

1. The subject matter may deal with general issues and some abstract concepts
2. The guidelines for the completion of the task may need to be established
3. The nature of the task will be complex, relying on a range of information sources
4. Limited support and feedback given by the teacher as one of a number of sources

Suggested Strategies:

Undertaking a research project into a specific area of ceramic history.

Examples of Assessment Tasks:

Tasks	**CGEA Elements Demonstrated:**
Undertake a feasibility study on a specific market niche for the pottery produced by students	GCO 4.1 Can collect, organise and analyse information
Present the portfolio for assessment	

Learning Outcome 4.2

Produce a two piece press mould and a sculpted form

Performance Criteria:

1. The finished work will be original in design and may be based on life, inorganic or contemporary forms.
2. A series of pieces will be produced from the press mould and will be used to demonstrate different decorative techniques
3. The student will be able to explore his/her own personal direction
4. The form will be hollow, based on 10 to 30 kg clay and with walls of not more than 15mm thickness

Range and Conditions:

1. The subject matter may deal with general situations and some abstract concepts
2. The guidelines for the completion of the task will need to be established
3. The nature of the task will be complex, relying on information from a range of sources
4. Limited support and feedback given by teacher as one of a number of sources

Suggested Strategies:

Explore and evaluate market niches and produce works to fill these

Examples of Assessment Tasks:

Tasks	**CGEA Elements Demonstrated:**
Develop a specialisation in one or two areas of marketable ceramics which are original in design and priced to suit the market	GCO 4.2 Can plan and organise activities
Present a series of pieces developed from the press mould	

Learning Outcome 4.3

Throw a floor pot of at least two parts

Performance Criteria:

1. The floor pot will be thrown using a minimum of 12kg clay
2. Tongue and groove technique will be demonstrated
3. Control of clay must be demonstrated
4. There will be no structural faults
5. A kiln cycle will need to be developed

Range and Conditions:

1. The subject matter may deal with general situations and some abstract concepts
2. The guidelines for the completion of the task will need to be established
3. The nature of the task will be complex, relying on information from a range of sources
4. Limited support and feedback given by teacher as one of a number of sources

Suggested Strategies:

Students at this stage can be expected to assist beginner students on both a formal and informal basis by assisting them with basic processes and being available as resource personnel for the studio as a whole.

Extra attention needs to be given to clay consistency particularly at joins.

Drying techniques need to be designed specifically for large pots such as inverting the pot when the top is strong enough to support the weight, or suspending a light bulb 15cm from the base of the pot for a period of time

Constant monitoring is essential.

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated:**
Resolve the drying difficulties with large ware	GCO 4.6 Can solve problems
Present the pot for assessment	

Learning Outcome 4.4

Present a tea set with related domestic ware

Performance Criteria:

1. The tea set will be an individual work designed to suit a particular culinary or cultural theme
2. There will be no structural faults
3. The items will be fully functional
4. A written description and working drawings of the production stages will be presented
5. The tea set will consist of 6 cups and saucers, teapot, lidded sugar bowl and one jug and may be accompanied by serving plates and dishes, side plates or other related domestic ware.

Range and Conditions:

1. The subject matter may deal with general situations and some abstract concepts
2. The guidelines for the completion of the task will need to be established
3. The nature of the task will be complex, relying on information from a range of sources
4. Limited support and feedback given by teacher as one of a number of sources

Suggested Strategies:

Students at this stage can be expected to be team leaders (workshop formen) in a number of projects and should be developing expertise in ensuring that all members of the team (in this case the fellow students) are given equal opportunity to have input into the group.

They should also have the expertise to take the responsibilities associated with health and safety of others and safe operating of equipment and should be able to demonstrate liaison skills when dealing with these issues, particularly when they need to call on staff for assistance in these areas.

Research into and discussion of different culinary styles and cultural themes and their serving requirements should serve as a basis for ideas (e.g. formal setting, Chinese setting, Aussie barbecue)

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated:**
Using a group discussion to put forward differing views and interpretations of ceramic works	GCO 4.4 Can work with others and in teams
Present the tea set and the accompanying notes for assessment	

Learning Outcome 4.5

Demonstrate the decoration of ceramic pieces to a standard which clearly resolves the relationships between form, function and surface qualities.

Performance Criteria:

1. The decoration style will be appropriate to the ware
2. The quality of the product will be of exhibition standard
3. The decoration will demonstrate individual approaches

Range and Conditions:

1. The subject matter may deal with general situations and some abstract concepts
2. The guidelines for the completion of the task will need to be established
3. The nature of the task will be complex, relying on information from a range of sources
4. Limited support and feedback given by teacher as one of a number of sources

Suggested Strategies:

Research a number of different decorative techniques and styles to act as starting points for discussion and as models.

Develop, through plans and drawings appropriate designs for use on different types of ware.

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated:**
Present a series of six pieces which demonstrate different decorative styles and techniques for assessment	GCO 4.6 Can solve problems 4.2 Can plan and organise activities

Learning Outcome 4.6

Can use technology appropriate to the situation and within Occupational Health and Safety guidelines

Performance Criteria:

1. Define the purpose and objectives for the use of technology
2. Transfer the technological principles to a new situation
3. Configure and manage a series of operations as a process
4. Select technological practices to maximise socially and ethically responsible use of technology
5. Use technological principles to reduce constraints presented by environs and physical capacity
6. Design and, where possible build, a kiln which serves a specific purpose

Range and Conditions:

1. The subject-matter may deal with general situations and some abstract concepts
2. The guidelines for the completion of the task will need to be established
3. The nature of the task will be complex, relying on information from a range of sources
4. Limited support and feedback given by teacher as one of a number of sources

Suggested Strategies:

Students at this level should demonstrate total competence with all tools and equipment to be found within a pottery studio and should be given the opportunity to demonstrate the correct use of such equipment to beginners.

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Examples of Assessment Tasks:

Tasks	**CGEA Elements Demonstrated:**
Design and cost a pottery workshop	GCO 4.1 Can collect, organise and analyse information GCO 4.6 Can solve problems
Demonstrate the use and care of a pottery wheel to a level two student and supervise this usage until the student is competent	GCO 4.7 Can use technology GCO 2.3 Can communicate ideas and information
Present a kiln design, complete with quantities and costings for assessment	

Computer Studies

Computer Studies

Preamble

There are seven possible areas of computer studies. Students may undertake all seven areas over a period of time or may select those areas which are of particular interest to them.

The curricula contained here do not cover any areas of advanced computing with the exception of the desktop publishing study area. Curricula for advanced studies may be developed locally depending on individual need.

The study areas are:

Computers: Keyboarding (module one of which is a prerequisite for Word Processing)
Computers: Introductory (which is also a prerequisite unit for some of the other areas)
Computers: Word Processing
Computers: Data Bases
Computers: Spreadsheets
Computers: Desktop Publishing
Computers: An Introduction to DOS

The levels of these study areas are set out in table form below.

Level 4					Computers Desktop Publishing Module Three	
Level 3		Computers Word Processing Module Three	Computers Data Bases Module Two	Computers Spread sheets Module One	Computers Desktop Publishing Module Two	
Level 2	Computers An intro to DOS	Computers Word Processing Module Two	Computers Data Bases Module One	Computers Spread sheets Module One	Computers Desktop Publishing Module One	Computers key boarding Module Two
Level 1	Computers Intro	Computers Word Processing Module One	Computers Intro	Computers Intro	Computers Intro	Computers Key boarding Module One

Pre-requisites

Computers: Keyboarding	Reading and Writing Level Two
Computers: Introductory	Reading and Writing Level One
Computers: Word Processing	Computers: Keyboarding Module One
Computers: Data Bases	Computers: Introductory
Computers: Spreadsheets	Computers: Introductory
Computers: Desktop Publishing	Computers: Keyboarding Computers: Introductory
Computers: An Introduction to DOS	Computers: Introductory

Recognition of Prior Learning

Students may be granted advanced entry into the course on provision of evidence of skills gained through prior education, life skills or work experience provided that the learning is still relevant.

Duration

Durations are nominal only, and an individual student's progress through the modules is dependent on their demonstration of competence.

Computers: Keyboarding 40 hours
Computers: Introductory 20 hours
Computers: Word Processing 40 hours
Computers: Data bases 30 hours
Computers: Spreadsheets 30 hours
Computers: Desktop Publishing 50 hours
Computers: An introduction to DOS 15 hours

The desktop publishing modules have been developed using Aldus Pagemaker. Where this program is not available the modules may be modified to use other software, bearing in mind that the competencies need to be equivalent.

Computers: Keyboarding

Module One

Nominal Duration 20 Hours

Competency 1

Can type with 98% accuracy at 20 w.p.m.

Learning Outcome 1.1

Become familiar with a standard QWERTY keyboard

Performance Criteria:

1. Locate and describe the function of each key
2. Demonstrate the functions of delete, backspace, shift, caps lock, home, end, page up and page down keys

Range and Conditions:

1. The subject matter will be familiar and/or personal.
2. The guidelines for the completion of the task will be established and clear.
3. The nature of the task will be simple with information required from a single source.
4. There will be obvious teacher support and supervision.

Suggested Strategies:

Practise exercises finding key locations on keyboard
Fill in bank key board handouts to show the location of specific keys
demonstrate and discuss the different key functions

Examples of Assessment Tasks:

Task	**CGEA Elements Demonstrated:**
Fill in a blank keyboard to show selected keys and write a sentence on the use of the selected keys	Reading and Writing 1.2 Writing for practical purposes GCO 1.6 Can solve problems

Learning Outcome 1.2

Can touch type to the required standard

Performance Criteria:

1. Locate all alpha numeric keys from memory
2. Type at 20 w.p.m.
3. Type with 98% accuracy

Range and Conditions:

1. The subject matter will be familiar and/or personal.
2. The guidelines for the completion of the task will be established and clear.
3. The nature of the task will be simple with information required from a single source.
4. There will be obvious teacher support and supervision.

Suggested Strategies:

Use a commercially available Touch Typing program and practice.

Examples of Assessment Tasks:

Task	**CGEA Elements Demonstrated:**
Use a commercially available touch typing test.	GCO 1.2 Can plan and organise activities 1.7 Can use technology

Module Two

Nominal Duration 20 Hours

Competency 2

Can touch type with 98% accuracy at 35 w.p.m.

Learning Outcome 2.1

Demonstrate improved touch typing skills

Performance Criteria

1. Can type with 98% accuracy
2. Can type 35 w.p.m.
3. Can touch type

Range and Conditions

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple with information required from more than one source or a more complex task with information from a single source
4. There will be ready access to teacher consultation

Suggested Strategies

Only hours of practise will achieve the desired result. Use a commercially available touch typing program which self corrects and keeps track of scores.

Examples of Assessment Tasks:

Tasks	**CGEA Elements Demonstrated:**
Touch type to the required standard	GCO 2.2 Plan and organise activities 2.7 Can use technology

Computers: Introductory

Nominal Duration 20 Hours

Competency 1

Is able to perform basic computer operations with confidence

Learning Outcome 1.1

Is familiar with basic computer hardware

Performance Criteria:

1. Explain what a computer is.
2. Explain what a computer can do
3. Explain the information processing cycle
4. Describe the components of a computer (input, output, processing and storage
5. Differentiate between hardware and software
6. Describe sizes and types of computers
7. Explain why particular computers are most suitable for particular end users

Range and Conditions:

1. The subject matter will be familiar and/or personal.
2. The guidelines for the completion of the task will be established and clear.
3. The nature of the task will be simple with information required from a single source.
4. There will be obvious teacher support and supervision.

Suggested Strategies:

There are a number of very basic texts which may be used as a basis for handout material. Depending on the reading and writing ability of the class the introductory chapters from standard computing texts may be used.

Examples of Assessment Tasks:

Task	**CGEA Elements Demonstrated:**
Written task: Name three input and three output devices and describe their uses	GCO 1.1 Can collect, organise and analyse information Reading and Writing 1.3 Writing for knowledge

Learning Outcome 1.2

Is familiar with basic computer software

Performance Criteria:

1. Describe computer software and the main programs used: spreadsheets, word processors, data bases, graphics, communications, integrated software
2. Explain operating systems and system software
3. Describe computer viruses and detail means of preventing them
4. Describe Commercial Application Software and define its role
5. Access commercial application software at a basic level

Range and Conditions:

1. The subject matter will be familiar and/or personal.
2. The guidelines for the completion of the task will be established and clear.
3. The nature of the task will be simple with information required from a single source.
4. There will be obvious teacher support and supervision.

Suggested Strategies:

Differentiate between hardware and software (in a book the ink, pages and cover are hardware but the words are the software)

Discuss types of software and collate a group chart (white board or butcher's paper) of the uses of different types.

Discuss ways of purchasing software (single copy, network use, group licence).

Practise accessing a range of software and learn a little about its use.

Examples of Assessment Tasks:

Task	**CGEA Elements Demonstrated:**
Access a basic word processing program and use it to write a paragraph about the uses of word processors	GCO 1.6 Can solve problems 1.7 Can use technology

Learning Outcome 1.3

Is familiar with the computer keyboard and mouse functions

Performance Criteria:

1. Can locate and use spacebar, backspace, escape, enter, shift, capslock, page down, page up, cursor keys, insert, delete, tab, alternate, control and function keys.
2. Can locate and use alpha numeric keys

Range and Conditions:

1. The subject matter will be familiar and/or personal.
2. The guidelines for the completion of the task will be established and clear.
3. The nature of the task will be simple with information required from a single source.
4. There will be obvious teacher support and supervision.

Suggested Strategies:

Use a handout of a blank keyboard and have students mark particular keys onto it. (first while looking at the keyboard and then from memory).

Use a touch typing program to practise locating keys.

Practise using all keys and observing their functions.

Examples of assessment tasks:

Tasks	**CGEA Elements Demonstrated:**
Demonstrate the use of four or five groups of keys (e.g. cursor keys; pg up pg down; alphabet keys; numeric keypad; function keys)	GCO 1.7 Can use technology

Learning Outcome 1.4

Is familiar with the role of computers in society

Performance Criteria:

1. Describe the history of computers
2. Explain the role of computers in the workforce
3. Describe the role of the home computer
4. Describe career opportunities in the information age

Range and Conditions:

1. The subject matter will be familiar and/or personal.
2. The guidelines for the completion of the task will be established and clear.
3. The nature of the task will be simple with information required from a single source.
4. There will be obvious teacher support and supervision.

Suggested Strategies:

Use the clip from 2001 A Space Odyssey, which shows a man inside the HAL computer, to demonstrate that this was a realistic and scientifically verifiable projection of what computers would be like in the future prior to the development of the silicon chip.

Collect newspaper and magazine articles related to the impact of computers on everyday life.

Bill Gates is now the world's richest man. Discuss.

Examples of Assessment Tasks:

Tasks	**CGEA Elements Demonstrated:**
Take part in a discussion on the role of computers in society	Oral communication 1.4, 2.4, 3.4 Oracy for public debate
List the places where computers may be found and the role they play in each place	GCO 1.1 Can collect, organise and analyse information

Computers: Word Processing

Module One

Nominal Duration 10 Hours

Competency 1

Can use a word processor to
produce personal correspondence

Learning Outcome 1.1

Use a word processor to write and save a basic two paragraph letter.

Performance Criteria:

1. Access a word processing program
2. Recognise and use the typewriter keys, cursor keys, numeric keypad, backspace and delete keys
3. Demonstrate the menu system used
4. Enter text and move the cursor within the text
5. Save text to disk on more than one drive
6. Demonstrate correct use of upper and lower case

Range and Conditions:

1. The subject matter will be familiar and/or personal.
2. The guidelines for the completion of the task will be established and clear.
3. The nature of the task will be simple with information required from a single source.
4. There will be obvious teacher support and supervision.

Suggested Strategies:

Discussion topics: Who are you writing to? Why are you writing? What are you writing? Where is your letter going?

Practise writing and editing paragraphs using backspace, delete , cursor, home and end keys

Examples of Assessment Tasks:

Task	**CGEA Elements Demonstrated:**
Write a personal letter of one or two paragraphs. Spell check and proof read the letter before saving.	Reading and Writing 2.1 Writing for self expression GCO 1.3 Can communicate ideas and information 1.7 Can use technology

Learning Outcome 1.2

Able to use a word processor to write, save and print a two paragraph letter

Performance Criteria:

1. Retrieve saved document from more than one drive
2. Edit document by changing information within the text
3. Recognise and use tab, indent, and font changing processes
4. Print text to hard copy
5. Identify Occupational Health and Safety issues associated with computer use

Range and Conditions:

1. The subject matter will be familiar and/or personal.
2. The guidelines for the completion of the task will be established and clear.
3. The nature of the task will be simple with information required from a single source.
4. There will be obvious teacher support and supervision.

Suggested Strategies:

Practice writing letters to a variety of friends or family members

Examples of Assessment Tasks:

Task	**CGEA Elements Demonstrated:**
Write a personal letter of one or two paragraphs, spell check and print a hard copy to proof read before completing the editing. Print a final edited copy.	Reading and Writing 2.1 Writing for self expression 2.5 Reading for self expression 1.7 Can use technology 1.4 Can work with others and in teams
Use a buddy system to assist another student to proof read his/her letter.	

Module Two

Nominal Duration 15 Hours

Competency 2

Able to produce a business document
using a word processor

Learning Outcome 2.1

Can use the facilities of a Word Processing package to produce and edit a document suitable for business presentation.

Performance Criteria:

1. Identify and use editing keys to cut and paste and copy within a document
2. Edit a document using ways of changing text placement and appearance
3. Save and retrieve a document from diskette
4. Apply tab settings, indents and alignments
5. Prepare a document for printing, change margins and orientation

Range and Conditions:

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with information required from more than one source or a more complex task with information from a single source.
4. There will be ready access to teacher consultation.

Suggested Strategies:

Practise writing job applications

Compare and discuss different formats required for job applications and those chosen by different students. Discuss the relevance of letterheads and other lay-out features.

Examples of Assessment Tasks:

Tasks	**CGEA Elements Demonstrated:**
Prepare, using a word processor two job applications which are to be sent to two different firms and which demonstrate two different formats.	GCO 2.1 Can collect, organise and analyse information 2.2 Can plan and organise activities 2.3 Can communicate ideas and information
Present both applications in hard copy	2.6 Can solve problems 2.7 Can use technology

Module Three

Nominal Duration 10 Hours

Competency 3

Can enhance a document using
the full facilities of the package

Learning Outcome 3.1

Enhance a document for business presentation

Performance Criteria:

1. Combine multiple documents
2. Use search techniques
3. Apply headers and footers
4. Apply advanced tab settings
5. Apply advanced indent settings
6. use mail merge facility
7. Insert spreadsheets and database fields
8. Calculate margins, tabs and page endings
9. Change orientation

Range and Conditions:

1. The subject matter will be everyday and will include some unfamiliar material
2. The established guidelines for the task will need to be interpreted for the present situation
3. The nature of the task will be clear with information required from a range of sources, or a complex task with information from a single source
4. Teacher will be available for consultation and feedback

Suggested Strategies:

Read and discuss a variety of prepared resumes
Practise the preparation of resumes using different formats
Discuss the reasons for different formats and their relevance

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated:**
Prepare a resume which is appropriately formatted and present a hard copy	Reading and Writing 3.3 Writing for knowledge GCO 2.5 Can use mathematical ideas and techniques

Computers: Data bases

Pre-requisite Computers: Introductory

Module One

Nominal Duration 15 Hours

Competency 1

Create a simple data base

Learning Outcome 1.1

Create a simple data base which will track personal and familiar information.

Performance Criteria:

1. Access a data base program
2. Demonstrate data bases principles
3. Create a simple data base
4. Retrieve selected data from a data base using the query option
5. Add new records to an existing data base
6. Sort a data base
7. Prepare a data base report for printing by changing the column widths, margin settings and orientation
8. Save a data base to disk
9. retrieve a data base from disk and add new information
10. Create a simple data base form

Range and Conditions:

1. The subject matter will be everyday and may include some unfamiliar aspects.
2. The guidelines for the completion of the task may need to be interpreted for the present situation.
3. The nature of the task will be simple with information required from more than one source or a more complex task with information from a single source.
4. There will be ready access to teacher consultation.

Suggested Strategies:

Collect simple data by survey (e.g. physical characteristics of class members, records of a stamp, or other, collection) Discuss the different ways in which the data can be organised and practise organisation of data.

Examples of Assessment Tasks:

Task:	**CGEA Elements Demonstrated:**
Create a simple data base which gives information about a familiar group. e.g. plants in the garden, students in the class. Prepare two differently formatted reports from the data base	GCO 2.1 Can collect, organise and analyse information 2.2 Can plan and organise activities 2.3 Can communicate ideas and information 2.7 Can use technology

Module Two

Nominal Duration 15 Hours

Competency 2

Can prepare and present a more complex data base report

Learning Outcome 2.1

Create a more complex data base which tracks less familiar information.

Performance Criteria:

1. Enhance a data base form suitable for business presentation (use shading, font manipulation, borders etc.)
2. Apply report names
3. Apply a query to a report
4. Enhance a report suitable for business presentation

Range and Conditions:

1. The subject matter will be everyday and will include some unfamiliar material
2. The established guidelines for the task will need to be interpreted for the present situation
3. The nature of the task will be clear with information required from a range of sources, or a complex task with information from a single source
4. Teacher will be available for consultation and feedback

Suggested Strategies:

Practise enhancing the simple reports previously generated. Practise creating more complex data bases and reports.
Prepare a data base which tracks the weather reports (including tides) over a three week period.

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated:**
Select 20 shares and track them over a three week period through the share index. Create a data bases of approximately 10 fields and 20 records. Manipulate the data in order to compare and contrast share performance. Sort the information and prepare three different reports using three different sets of criteria.	GCO 3.1 Can collect, organise and analyse information 3.2 Can plan and organise activities 3.3 Can communicate ideas and information 3.6 Can use mathematical ideas and techniques 3.7 Can use technology

Computers: Spreadsheets

Prerequisite Computers: Introductory

Module One

Nominal Duration 15 Hours

Competency 1

Prepare a simple spreadsheet

Learning Outcome 1.1

Use a spreadsheet to track a home budget

Performance Criteria:

1. Access a spreadsheet program
2. Demonstrate the features of a spreadsheet
3. Enter the three types of data into a spreadsheet
4. Demonstrate moving around within a spreadsheet
5. Create a formula to perform simple calculations
6. Use some inbuilt functions to perform calculations
7. Change the appearance of the data entered
8. Save the created spreadsheet to disk
9. Prepare a spreadsheet for printing, change margins, settings and orientation

Range and Conditions:

1. The subject matter will be everyday and may include some unfamiliar aspects.
2. The guidelines for the completion of the task may need to be interpreted for the present situation.
3. The nature of the task will be simple with information required from more than one source or a more complex task with information from a single source.
4. There will be ready access to teacher consultation.

Suggested Strategies:

Practise using a spreadsheet to track simple data (e.g. income and expenses). Discuss the uses of spreadsheets. Use a spreadsheet program to generate simple forms.

Examples of Assessment Tasks:

Task:	**CGEA Elements Demonstrated:**
Create a spreadsheet which will provide information on a home budget which includes information on income, regular expenses and irregular expenses.	GCO 2.2 Can plan and organise activities 2.6 Can use mathematical ideas and techniques 2.7 Can use technology

Module Two

Nominal Duration 15 Hours

Competency 2

Can use a spreadsheet to create more complex documents

Learning Outcome 2.1

Use a spreadsheet program to create more complex reports, suitable for business presentation

Performance Criteria:

1. Apply more complex formulas in a spreadsheet
2. Apply lookup commands
3. Apply relative and absolute addressing
4. Enhance a spreadsheet for business presentation (shading, underlining, font manipulation, borders etc.)
6. Display the spreadsheet information in graphical form

Range and Conditions:

1. The subject matter will be everyday and will include some unfamiliar material
2. The established guidelines for the task will need to be interpreted for the present situation
3. The nature of the task will be clear with information required from a range of sources, or a complex task with information from a single source
4. Teacher will be available for consultation and feedback

Suggested Strategies:

Create a series of spreadsheets which are relevant to the students' current interests and needs. Manipulate the data within the spreadsheets.

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated:**
Prepare a spreadsheet including graphs to provide information on a small business payroll. Present, discuss and explain the spreadsheet and the data with other class members	GCO 3.1 Can collect, organise and analyse information 3.3 Can communicate ideas and information 3.6 Can use mathematical ideas and techniques 3.7 Can use technology

Computers: Desktop Publishing

Pre-requisite Computers: Introductory

Module One

Nominal Duration 15 Hours

Competency 1

Become familiar with basic commands and techniques using a desktop publishing program

Learning Outcome 1.1

Can use basic commands in Aldus Pagemaker to enable access to menu system and complete a short exercise.

Performance Criteria

1. Demonstrate opening conditions for setting application defaults
2. Set basic application defaults, such as rulers, automatic text flow, type size and style
4. Create a new publication
5. Set the publication defaults for one new publication

Range and Conditions:

1. The subject matter will be everyday and may include some unfamiliar aspects.
2. The guidelines for the completion of the task may need to be interpreted for the present situation.
3. The nature of the task will be simple with information required from more than one source or a more complex task with information from a single source.
4. There will be ready access to teacher consultation.

Suggested Strategies

Practice setting application defaults for Pagemaker to create a letter size page with predetermines columns and margins. Start a new publication to see if the defaults work.

Practise changing the defaults for a new publication and test to see if the student has been successful

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated:**
Set application defaults for Pagemaker to Letter size page, 2 columns, 5mm space between, 20mm margins top, left and right, style and colour palettes showing.	GCO 2.2 Can plan and organise activities 2.6 Can use mathematical ideas and techniques 2.7 Can use technology
Set publication defaults to Lines 2 pt thickness, shades at 10%, text 14pt Helvetica bold, justified	GCO Can plan and organise activities

Learning Outcome 1.2

Can use the graphical options in Aldus Pagemaker and complete a short exercise using text and graphics

Performance Criteria

1. Can select a graphic
2. Can resize a graphic
3. Can move a single graphic
4. Can move a single graphic
5. Can create a shadow box
6. Can enter, edit and select text

Range and Conditions:

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with information required from more than one source or a more complex task with information from a single source.
4. There will be ready access to teacher consultation.

Suggested Strategies

Discussion on exercise and white board examples
Practice moving text and graphics. Reproduce a layout which has been predetermined by the teacher. Practice copying boxes to create shadow boxes

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated:**
Create a shadow box which contains text and graphics to advertise the starting time for the class	GCO 1.1 Can collect, organise and analyse information 2.2 Can plan and organise activities Numerical and Mathematical Concepts 1.2, 1.4, 1.5

Learning Outcome 1.3

Can use selected commands in Pagemaker to create a name tag

Performance Criteria:

1. Create a new file
2. Enter text
3. Format characters
4. Indent text
5. Move a text block
6. Add graphics
7. Save file
8. Print one copy
9. Close and load file

Range and Conditions:

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with information required from more than one source or a more complex task with information from a single source.
4. There will be ready access to teacher consultation.

Suggested Strategies

Discussion with examples on white board. Read and discuss handouts. Practise different formats for obtaining the desired outcome.

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated:**
Design a business card and letter head. The business card should be 90mm by 50mm. Submit your rough drafts (thumbnails) of your design with the final printed results. The rough draft must cover all stages of design: Basic layout, wording to be used, font and size of text, graphic to be used, dimensions of graphic etc.	GCO 2.1 Can collect, organise and analyse information 2.2 Can plan and organise activities 2.7 Can use technology Numerical and Mathematical Concepts: 1.2, 1.4, 1.5

Module Two

Nominal Duration 15 Hours

Competency 2

Use more advanced techniques to enhance a presentation

Learning Outcome 2.1

Be able to rotate text blocks, reverse blocks and adjust kerning using selected commands and complete a short exercise.

Performance Criteria

1. Rotate text blocks
2. Move rotated text to appropriate position
3. Change layout
4. Reverse text
5. Reverse text and lines
6. Demonstrate adjusted kerning

Range and Conditions:

1. The subject matter will be everyday and will include some unfamiliar material
2. The established guidelines for the completion of the task will need to be interpreted for the present situation
3. The nature of the task will be clear, with information required from a range of sources or a complex task with information from a single source.
4. Teacher will be available for consultation and feedback

Suggested Strategies:

Prepare student handouts which describe, step by step, the processes to be used. Discuss processes and practice as a group and individually.

Examples of Assessment Tasks

Tasks:	**CGEA Elements Demonstrated:**
Prepare a sample of the cover page for a magazine which demonstrates rotation, reversal and kerning. Present all draft material with a printed copy of the completed cover.	GCO 3.1 Can collect organise and analyse information 3.2 Can plan and organise activities 2.5 Can use mathematical ideas and techniques 3.7 Can use technology

Learning Outcome 2.2

Can combine a variety of enhancing techniques with text and graphics to produce a completed exercise.

Performance Criteria

1. Import text
2. Design a layout to suit a specific purpose
3. Combine three or more techniques to enhance presentation
4. Produce a product to specified dimensions

Range and Conditions:

1. The subject matter will be everyday and will include some unfamiliar material
2. The established guidelines for the completion of the task will need to be interpreted for the present situation
3. The nature of the task will be clear, with information required from a range of sources or a complex task with information from a single source.
4. Teacher will be available for consultation and feedback

Suggested Strategies:

Discussion and white board collation of techniques. Practice designing a variety of completed products to meet specifications.

Examples of Assessment Tasks

Tasks:	**CGEA Elements Demonstrated:**
Reproduce a given advertisement accurately and to the correct dimensions. The text may be created within Pagemaker or imported. The graphics and layout must be created within Pagemaker.	GCO 3.1 Can collect organise and analyse information 3.2 Can plan and organise activities 3.6 Can solve problems 3.7 Can use technology Numerical and Mathematical Concepts 2.2, 1.4, 2.5

Module Three

Nominal Duration 20 Hours

Competency 3

Work with the class on the production of a student magazine

Learning Outcome 3.1

Can incorporate own graphics within a typed document

Performance Criteria

1. Create a typed document
2. Use drawing application paintbrush
3. Incorporate new graphic into the typed document

Range and Conditions

1. The subject matter will deal with general issues and some abstract concepts
2. The guidelines for the completion of the task may need to be established
3. The nature of the task will be complex, relying on a range of information sources
4. Limited support and feedback given by the teacher as one of a number of sources

Suggested Strategies

Demonstration and discussion of techniques using white board and handouts. Practice creating advertisements, cover sheets, class handouts etc. using the techniques.

Examples of Assessment Tasks

Tasks:	**CGEA Elements Demonstrated:**
Create an advertisement using text and graphics which have been personally created. The advertisement should fill the need of a specific client	GCO 4.1 Can collect, organise and analyse information 4.2 Can plan and organise activities 4.6 Can solve problems 4.7 Can use technology Reading and Writing 3.1 Writing for self expression 3.3 Writing for knowledge

Learning Outcome 3.2

As part of the class create a magazine

Performance Criteria

1. Establish and editorial committee
2. Collect and select material for publication
3. Using the full capacity of the desktop publishing program prepare the magazine for publication
4. Incorporate appropriate graphics from a range of sources including self generated

Range and Conditions

1. The subject matter will deal with general issues and some abstract concepts
2. The guidelines for the completion of the task may need to be established
3. The nature of the task will be complex, relying on a range of information sources
4. Limited support and feedback given by the teacher as one of a number of sources

Suggested Strategies

Combine forces with reading and writing classes, creative writing classes and others and gather material from these classes for publication. Select and edit to create a well balanced publication. Assign tasks among group members equitably so that all have equal opportunity to display competence.

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated:**
Prepare and publish a magazine of at least 16 pages	GCO 4.1 Can collect, organise and analyse information 4.2 Can plan and organise activities 4.3 Can communicate ideas and information 4.4 Can work with others and in teams 4.6 Can solve problems 4.7 Can use technology

Computers: An introduction to DOS

Pre-requisite Computers: Introductory

Nominal Duration 15 Hours

Competency 1
Demonstrate effective use of basic DOS commands

Learning Outcome 1.1

Demonstrate an understanding of an operating system

Performance Criteria:

1. Access MS-DOS
2. Describe what an operating system does
3. Demonstrate a knowledge of the difference between files and directories
4. Use correct file names
5. Use commands to list the files on a disk
6. Use commands to copy, move and delete files
7. Describe and demonstrate the procedures for preparing disks for use
8. Demonstrate backup procedures

Range and Conditions:

1. The subject matter will be familiar and/or personal.
2. The guidelines for the completion of the task will be established and clear.
3. The nature of the task will be simple with information required from a single source.
4. There will be obvious teacher support and supervision.

Suggested Strategies:

Discuss and emphasise the dangers of a little knowledge causing a lot of damage and ensure that students understand that if they experiment in DOS they may not have their next lesson while the computer is put back into operation.

Practise preparing disks for use and accessing files. Practise preparing back-ups.

Examples of Assessment Tasks:

Task:	**CGEA Elements Demonstrated:**
Prepare a disk for use and use it to back up several files. Copy this disk onto a second prepared disk and delete two of the files.	GCO 2.7 Can use technology 2.1 Can collect, organise and analyse information

Learning Outcome 1.2

Utilise basic DOS commands

Performance Criteria:

1. Copy files between drives
2. Apply attributes to files
3. Create a complex directory structure
4. Create DOS commands with BAT files
5. Describe the installation of programs
6. Demonstrate backup facilities

Range and Conditions:

1. the subject matter will be familiar and/or personal.
2. The guidelines for the completion of the task will be established and clear.
3. The nature of the task will be simple with information required from a single source.
4. There will be obvious teacher support and supervision.

Suggested Strategies:

Practise copying files between directories and creating new sub directories. Back-up all work.

Examples of Assessment Tasks:

Task:	**CGEA Elements Demonstrated:**
Install a program in a newly created directory. Create a sub directory to hold associated files	GCO 2.2 Can plan and organise activities 2.7 Can use technology

Nutrition and Budget Cookery

Nutrition and Budget Cookery

Preamble:

Many of the client group rely heavily on prepared foods which are expensive in comparison to home cooked meals and often do not allow a wide choice of food groups. Module One of the following program has been based on a program previously trialled in a number of Centres and has been rewritten for the purpose of this publication. The reaction of the students involved in this module in the past has been very positive. This is probably partly because they eat the results of their class work, but they have also expressed amazement that palatable, nutritious food can be prepared at little cost. Since many of the client group will be forced to live on unemployment benefits for some time the budgeting component of this program is an essential.

In the pilots the first module has run over a ten week period with two lessons eacn week, one theory and one practical. During the theory lesson the most essential resource has been the Wednesday newspapers which are used to select low cost food items for preparation in the following practical lesson. The theory lessons each have components of Health and Nutrition, Budgeting, OH&S and Hygiene and Menu Planning. The practical lessons have investigated different food preparation methods using a minimum of equipment of resources. One program was run entirely with an electric frypan as the only cooking utensil and proved that the frypan was versatile enough to prepare a wide range of meals.

A range of different types of meals and different food preparation techniques should be covered in the course of the program.

The basic program covers levels one, two and three as core competencies. Level four is covered in extension modules for which levels one, two and three are prerequisites. In this document two samples are given for level four. Other samples may be locally developed for level four depending on the interests and needs of the class and the available resources. Some ideas for level four could be children's cookery, Mediterranean cookery, fast food preparation or invalid cookery. In developing local level four modules the format and range and conditions which are used in the models of level four modules should be followed.

Module One

Competency 1

Demonstrate an ability to prepare a basic meal for one within budgetary constraints and following appropriate safety procedures.

Learning Outcome 1.1

Demonstrate an awareness of the need for particular safety measures within the home in general and the kitchen in particular.

Performance Criteria:

To successfully complete this outcome will students will have:

1. Identified particular household hazards e.g. fire, electricity, sharp objects, water, poisons.
2. Identified hazards which are particular to the kitchen of the average home.
3. Identified hazards which are peculiar to their teaching environment.
4. Suggested practical methods to avoid injury or accident in the kitchen.
5. Demonstrated a familiarity with the terminology of Occupational Health and Safety.

Range and Conditions:

1. The subject matter will be familiar and/or personal
2. The guidelines for the completion of the task will be established and clear
3. The nature of the task will be simple with information required from a single source
4. There will be obvious teacher support and supervision

Suggested Strategies/Content Areas

Read the hazards section of the student workbook Making More of Me and identify those hazards in the normal home which apply particularly to children. Discuss these readings and draw up a list of hazards, in the normal household, which also apply to adults. Refine this list to present a list of kitchen hazards.

Conduct a survey of the teaching environment where the lessons are held (hopefully, but not necessarily, a kitchen) and draw up a list of the potential hazards within the environment.

Collect magazine and newspaper articles which relate to household safety.

Present a short talk or a written piece of work based around the topic of household and kitchen safety.

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated:**
Prepare and present a talk to the group on ways to avoid kitchen accidents	Oral Communication 2.3 Oracy for knowledge GCO 1.1 Can collect, organise and analyse information
After conducting a survey into the teaching environment make recommendations for improving the safety of the area.	Oral Communications 1.2 Oracy for practical purposes GCO 1.3 Can communicate ideas and information

Learning Outcome 1.2

Demonstrate an awareness of the basic food groups and the food pyramid.

Performance Criteria:

To successfully complete this outcome will students will have:

1. Accessed accurate information on the food groups and the recommendations for servings from each of these groups daily.
2. Compared their own eating habits and those of their group with the recommended daily servings.
3. Developed a limited knowledge of the role each of the food groups plays.
4. Demonstrated a familiarity with the terminology of basic nutrition.

Range and Conditions:

1. The subject Matter will be familiar and/or personal
2. The guidelines for the completion of the task will be established and clear
3. The nature of the task will be simple with information required from a single source
4. There will be obvious teacher support and supervision

Suggested Strategies/Content Areas

Graph the classes consumption of foods from each of the food groups over one day/week. Does the group as a whole eat a balanced diet? Do individuals within the group eat a balanced diet?

Research the recommended daily quantities of foods from each group and compare them the eating habits of the class/group.

Discuss reasons why individuals do not eat a balanced diet and how this can be rectified.

Examples of Assessment Tasks

Tasks:	**CGEA Elements Demonstrated:**
Create a list of foods eaten in one day. Compare the number of servings from each group with the recommendations from the food pyramid. Make recommendations for improving the list.	GCO 1.1 Can collect, organise and analyse information Reading and Writing 1.2 Writing for practical purposes 2.6 Reading for practical purposes Numerical and Mathematical Concepts 1.1 Can interpret familiar graphs

Learning Outcome 1.3

Demonstrate the skills needed to create a basic budget for one person.

Performance Criteria:

To successfully complete this outcome will students will have:

1. Used the four operations accurately with money and checked their results against their predictions.
2. Explored and demonstrated an understanding of the concept of Best Buy.
3. Began the collation of a body of information related to household budgets.
4. Demonstrated the capacity to prioritise spending.

Range and Conditions:

1. The subject Matter will be familiar and/or personal
2. The guidelines for the completion of the task will be established and clear
3. The nature of the task will be simple with information required from a single source
4. There will be obvious teacher support and supervision

Suggested Strategies/Content Areas

Starting with the current total of one week's unemployment benefits work out how much money is available for food by subtracting an estimated rent and an estimated amount for utilities. Subtract any other necessary expenses which the class group feels should be included. With the resultant figure work out the amount available for each meal to be eaten during the week (divide by 7 days, 3 meals each day) . This final result is the amount of money available to spend on each meal (it should be about $2.00).

Investigate ways of making this available money stretch further by comparing the estimated prices of different meals throughout the day. Which meal is the most/least expensive?

Budget for the class meal preparation by multiplying the amount available for each meal by the number of students in the class. Stay within this budget.

Use the Wednesday newspapers to find which foods are on special at various suppliers during the week.

Practise the mathematics involved the "Best Buy" principle using real life figures from current advertising.

Decide how much of each weeks available money will be spent on dry goods which may be use over a number of weeks and the most economical way of purchasing these goods.

Compare and contrast a selection of generic brands with brand names to ascertain the value of each item.

Examples of Assessment Tasks

Tasks:	**CGEA Elements Demonstrated:**
Create a personal budget based on two weeks unemployment benefit or jobstart allowance	Numerical and mathematical concepts 1.3 Use natural number, practical and everyday fractions and practical end everyday decimal fractions
Analyse personal ledger sheet for the past month in order to determine areas in which money could be saved/better spent.	GCO 1.1 Can collect, organise and analyse information Numerical and mathematical concepts 1.1 Interpret familiar charts and graphs. 1.3 Use natural number, practical and everyday fractions and practical and everyday decimal fractions.

Learning Outcome 1.4

Prepare a basic meal which is well balanced, within budget and palatable.

Performance Criteria:

To successfully complete this outcome will students will have:

1. Selected a menu for one meal.
2. Checked their selected menu for its nutritional value.
3. Ensured that the items required for the preparation of their meal are within budget.
4. Prepared the food for the menu within the conditions outlined for optimum safety.
5. Served and eaten the meal
6. Demonstrated a familiarity with the terminology used in the cooking processes.

Range and Conditions:

1. The subject Matter will be familiar and/or personal
2. The guidelines for the completion of the task will be established and clear
3. The nature of the task will be simple with information required from a single source
4. There will be obvious teacher support and supervision

Suggested Strategies/Content Areas

Using the Wednesday newspapers decide which foods can be included in the menu within the available budget. Are all the food groups covered in this meal? Discuss, as a group, how to include all food groups while staying within the budget.

Discuss the most efficient methods of preparing each type of food which is to be included in the meal.

Prepare the meal, serve and eat it.

Examples of Assessment Tasks

Tasks:	**CGEA Elements Demonstrated:**
Using the available facilities and the ingredients provided prepare a meal which is well balanced and within budget.	GCO 1.2 Can plan and organise activities 1.4 Can work with others and in teams 1.6 Can solve problems 1.7 Can use technology

Module Two

Competency 2

Share in the menu selection and hygienic preparation
of a meal for a group of people which is
well balanced and within the group budget

Learning Outcome 2.1

Demonstrate an awareness of the need for hygiene in food preparation areas.

Performance Criteria:

To successfully complete this outcome students will have:

1. Demonstrated an understanding of kitchen hygiene and its role in health.
2. Hygienically prepared food in an area which they have personally cleaned.
3. Demonstrated an awareness of the basic causes of food contamination (micro-organisms, enzymes, chemical reactions, physical damage)
4. Demonstrated an awareness of personal responsibility for kitchen hygiene (personal hygiene, use of clean, undamaged utensils, temperature for food storage and for cleaning of utensils.

Range and Conditions:

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with information required from more than one source, or a more complex task with information from a single source
4. There will be ready access to teacher consultation

Suggested Strategies/Content Areas

Research a particular disease which can be contained by the use of hygienic procedures. Convey the results of the research to the rest of the group.

Survey a range of cleaning agents and prepare a table of their usefulness in the kitchen.

Suggest methods by which personal contamination of food products can be avoided (hair, hands etc.).

Conduct experiments into the results of food contamination by preparing contaminated samples and observing the results over a period of time.

Examples of Assessment Tasks

Tasks:	**CGEA Elements Demonstrated:**
Undertake research into the ways in which bacterial contamination can occur in foods and suggest ways in which this contamination may be avoided.	GCO 2.1 Can collect, organise and analyse information 2.4 Can communicate ideas and information Reading and Writing 3.7 Reading for knowledge

Learning Outcome 2.2

Plan a menu for a series of meals which are nutritionally sound and within the agreed budget.

Performance Criteria:

To successfully complete this outcome students will have:

1. Planned a weekly menu for one person which provides balanced daily allowances of the major food groups and is within the budget allowed.
2. Demonstrated an awareness of the role of the major vitamins and minerals, fibre and water in the total diet.
3. Demonstrated an awareness of the sources of essential vitamins, minerals and fibre.
4. Demonstrated an awareness of the cooking methods which will retain the food value of the foods being prepared.

Range and Conditions:

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with information required from more than one source, or a more complex task with information from a single source
4. There will be ready access to teacher consultation

Suggested Strategies/Content Areas

Research and discuss the role of vitamins, minerals, fibre and water in the diet.

Prepare posters to show the most appropriate cooking methods for foods.

Undertake a piece of personal research into one disease which can result from a deficiency in a vitamin or mineral. Present the results of the research to the rest of the class either as a prepared talk or as a handout.

Develop an advertising campaign for a particular food group.

Examples of Assessment Tasks

Tasks:	**CGEA Elements Demonstrated:**
Prepare a chart which lists vitamin and minerals and their sources and the results of deficiencies in any of these	GCO 3.1 Can collect, organise and analyse information Numerical and Mathematical Concepts 2.1 Interpret data and organise it into charts and graphs Reading and Writing 2.2 Writing for practical purposes 2.3 Writing for knowledge
Use a series of food packages as a resource bank to assess the food value of the contents. Decide how often these packaged foods should be eaten and what fresh foods they can be substituted for.	GCO 2.1 Can collect, organise and analyse information

Learning Outcome 2.3

Develop a household budget for a family of x number of people on a predetermined income.

Performance Criteria:

To successfully complete this outcome students will have:

1. Arrived at a definition of budgeting (e.g. the art of ensuring that income equals or exceeds expenditure)
2. Demonstrated an understanding of prioritisation of spending.
3. Constructed a personal budget based on their gaol earnings.

Range and Conditions:

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with information required from more than one source, or a more complex task with information from a single source
4. There will be ready access to teacher consultation

Suggested Strategies/Content Areas

Discussion on the need for budgeting and planned expenditure.
Exercises based on prioritised expenditure and on calculations of recurrent expenses.
Discuss the concept of saving (if and when expenditure is ever less than income).

Discussion : How much money do I have? What do I spend it on?

Prepare a list of current expenditure and prioritise the list. Investigate necessity and luxury item expenditure. How much of what is bought on buy-ups is really a luxury (look at the food value of a can of soft drink).

Access a guest speaker from Credit Line to talk about personal budgeting.

Examples of Assessment Tasks

Tasks:	**CGEA Elements Demonstrated:**
Draw up a realistic personal budget and stick to it for three weeks.	GCO 2.2 Can plan and organise activities
Draw up a hypothetical budget for an average family on a given income.	Numerical and Mathematical Concepts 2.3

Learning Outcome 2.4

As part of a small group prepare a meal which is well balanced and within budgetary guidelines for the group.

Performance Criteria:

To successfully complete this outcome students will:

1. Demonstrate the skills required to work in a group situation towards a common goal.
2. Demonstrate the ability to prioritise food preparation tasks.
3. Prepare and share a meal as part of a group.
4. Prepare a menu which is nutritionally balanced and within the budget.
5. Demonstrate the capacity to operate within Occupational Health and Safety guidelines.
6. Demonstrate an awareness of the terminology associated with food preparation.

Range and Conditions:

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with information required from more than one source, or a more complex task with information from a single source
4. There will be ready access to teacher consultation

Suggested Strategies/Content Areas

Group discussion as to the preparation of a menu.

Practical food preparation which uses a variety of techniques and allocates each of these techniques to different group members over a series of lessons.

Examples of Assessment Tasks

Tasks:	**CGEA Elements Demonstrated:**
As a group, allocate the tasks required to prepare a meal and prepare and serve the meal with minimal supervision.	GCO 2.4 Can work with others and in teams 2.6 Can solve problems 2.2 Can plan and organise activities 2.7 Can use technology

Module Three

Competency 3

Prepare a series of meals for a family which are nutritionally sound, and within budgetary restraints, with a degree of independence.

Learning Outcome 3.1

Demonstrate an awareness of the correct use of kitchen resources.

Performance Criteria

To successfully complete this outcome students will have:

1. Identified the appropriate use of the available kitchen resources within Occupational Health and Safety guidelines.

2. Developed a minimum resource list for use in a family kitchen.

Range and Conditions :

1. The subject matter will be everyday and will include some unfamiliar material
2. The established guidelines for the completion of the task will need to be interpreted for the present situation
3. The nature of the task will be clear, with information required from a range of sources, or a complex task with information from a single source
4. Teacher will be available for consultation and feedback

Suggested Strategies/Content Areas

Examine the use and abuse of kitchen resources in the light of knowledge previously gained on kitchen safety and hygiene (e.g. knives used as screwdrivers or to scrape pots clean, shoes dried in ovens, cooking pots or serving dishes used to hold non food items)

Compile a table of the correct way to use each resource.

Write a set of instructions for the correct use of one electrical appliance.

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated:**
Demonstrate the correct assembly, use, disassembly and cleaning of several pieces of standard domestic kitchen equipment (e.g. mixer, mincer, food processor, blender)	GCO 3.7 Can use technology

Learning Outcome 3.2

Identify the types of dietary requirements which are necessary for different individuals and groups.

Performance Criteria

To successfully complete this outcome the students will have:

1. Demonstrated knowledge of the different dietary requirements of different groups (e.g. male athletes, children, female adolescents, retired men)
2. Developed a menu for a week which is designed for a particular individual or group.
3. Demonstrated an understanding of the food requirements for various activities.

Range and Conditions :

1. The subject matter will be everyday and will include some unfamiliar material
2. The established guidelines for the completion of the task will need to be interpreted for the present situation
3. The nature of the task will be clear, with information required from a range of sources, or a complex task with information from a single source
4. Teacher will be available for consultation and feedback

Suggested Strategies/Content Areas

Undertake a research assignment into the dietary requirements for a specific individual or group e.g. stroke victims, infants, athletes. Based on this research construct a menu for one week for members of this group. Share the results of the research with other class members.

Examples of Assessment Tasks

Tasks:	**CGEA Elements Demonstrated:**
Develop a menu which would suit a particular group (e.g. diabetics, weight lifters) and which could be accessed while in gaol. List methods by which particular foods could be substituted or accessed if they are outside those normally available within the environment. Define the cooking methods which are to be used and explain why these methods have been chosen.	GCO 3.6 Can solve problems Reading and Writing 3.7 Reading for knowledge 3.3 Writing for knowledge

Learning Outcome 3.3

Demonstrate the ability to find alternate (and legal) ways to increase the available home budget.

Performance Criteria

To successfully complete this outcome students will have:

1. Investigated the concepts of bulk buying, including the storage of bulk items in safe and hygienic conditions.
2. Developed a resource list of methods of reducing household expenditure.

Range and Conditions :

1. The subject matter will be everyday and will include some unfamiliar material
2. The established guidelines for the completion of the task will need to be interpreted for the present situation
3. The nature of the task will be clear, with information required from a range of sources, or a complex task with information from a single source
4. Teacher will be available for consultation and feedback

Suggested Strategies/Content Areas

Class discussion of the value of bulk buying. How are bulk items to be stored and does their storage actually result in smaller savings. Do co-operatives result in savings for their members and if they do how would students establish a co-operative.

What other methods can be used to reduce household expenditure (food wastage, home grown food, use of alternative power sources)?

Examples of Assessment Tasks

Tasks:	**CGEA Elements Demonstrated:**
Given an annual income of $25 000 for a family of four calculate how much money is available for recreational activities after tax and realistic expenses have been deducted.	Numerical and mathematical concepts 3.3 Use appropriate methods of calculating with natural numbers, fractions, decimal fractions and percentages.

Learning Outcome 3.4

Plan, prepare and serve a series of meals for a small group with minimal supervision.

Performance Criteria

To successfully complete this outcome students will:

1. Use appropriate technology within Occupational Health and Safety Guidelines.
2. Demonstrate a knowledge of the nutritional needs of the group.
3. Work within an agreed budget.
4. Plan, prepare and serve a series of meals.

Range and Conditions :

1. The subject matter will be everyday and will include some unfamiliar material
2. The established guidelines for the completion of the task will need to be interpreted for the present situation
3. The nature of the task will be clear, with information required from a range of sources, or a complex task with information from a single source
4. Teacher will be available for consultation and feedback

Suggested Strategies/Content Areas

By negotiation, students may like to explore different food preparation techniques from different cultures and may also research dietary restriction imposed by certain cultures.

Students should practise preparing meals of more than one course and meals which contain unfamiliar ingredients.

Use a guest speaker who specialises in a particular style of cooking to broaden the students experience (this could be a student from another class, or a staff member who has particular skills).

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated:**
Prepare a two course meal for four people meets their dietary needs and is within budget. Serve the meal and comment on the methods used in its preparation.	GCO 3.7 Can use technology 3.2 Can plan and organise activities

Module Four

Alternative Module Indian Cookery

Competency

Demonstrate a knowledge of and proficiency in Indian cookery

Learning Outcome 4.1

Undertake a depth study into Indian regional cooking

Performance Criteria:

To successfully complete this outcome students will:

1. Prepare a map of India which differentiates between regions and clearly sets out the types of foods and cooking methods which are common to each region (minimum of four regions).
2. Write at least five hundred words on the origins of the foods in each region and their nutritive value.
3. Prepare a collection of recipes for each region which includes ingredients, cooking methods and utensils required as well as a budget for each recipe.

Range and Conditions:

1. The subject matter will deal with general situations and some abstract concepts
2. The guidelines for completion of the task will need to be established
3. The nature of the task will be complex, relying on information from a range of sources
4. Limited support and feedback given be teacher as one of a number of sources

Suggested Strategies/Content Areas

This is largely an independent assignment which will need to be researched through the use of library facilities and possibly cookery books. Presentation should be of satisfactory quality for this level.

Examples of Assessment Tasks

Tasks:	**CGEA Elements Demonstrated:**
Present the portfolio of information	GCO 4.1 Can collect, organise and analyse information 4.2 Can plan and organise activities 4.3 Can communicate ideas and information Reading and Writing 2.2 Writing for practical purposes 4.3 Writing for knowledge 2.6 Reading for practical purposes 4.7 Reading for knowledge

Learning Outcome 4.2

Prepare a series of Indian meals for a group of people.

Performance Criteria:

To successfully complete this outcome students will:

1. Become familiar with the techniques and ingredients used in Indian cookery
2. Prepare at least four dishes from each of the following groups: Breads, Rice and lentils, Meat and fish dishes, Vegetarian dishes, Soups and snacks.
3. Prepare and present a series of menus which are well balanced in terms of nutritional value, colour, texture and flavour.

Range and Conditions:

1. The subject matter will deal with general situations and some abstract concepts
2. The guidelines for completion of the task will need to be established
3. The nature of the task will be complex, relying on information from a range of sources
4. Limited support and feedback given by teacher as one of a number of sources

Suggested Strategies/Content Areas

Suggest and trial locally available utensils which will fulfil the requirements e.g. a wok can replace a kadhai and a blender will replace a grinding stone in most cases. Prepare a list of local suppliers for ingredients.

Practical cookery classes can be structured to either investigate one type of dish at each class or to prepare a variety of dishes in each class.

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated:**
Prepare and serve an Indian menu for a group of people	GCO 4.2 Can plan and organise activities 4.6 Can solve problems

Module Four

Alternative Module Cooking For Health

Competency

Demonstrate a knowledge of, and a proficiency in, preparation of "healthy heart" foods

Learning Outcome 4.1

Demonstrate a knowledge of dietary factors which affect health

Performance Criteria:

1. Prepare a written study for presentation on dietary factors which can contribute to heart disease
2. Develop a series of dietary plans to suit individuals of different ages and life styles

Range and Conditions:

1. The subject matter will deal with general situations and some abstract concepts
2. The guidelines for completion of the task will need to be established
3. The nature of the task will be complex, relying on information from a range of sources
4. Limited support and feedback given be teacher as one of a number of sources

Suggested Strategies/Content Areas

Research into current and relevant information on the interrelationship between diet and disease. Class discussions and collation of information. Preparation of written assignments and presentation to class.

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated:**
Prepare a dietary plan for a forty year old male	GCO 4.2 Can plan and organise activities 4.3 Can communicate ideas and information
Present the research results to the class	GCO Can collect, organise and analyse information 4.3 Can communicate ideas and activities 4.2 Can plan and organise activities

Learning Outcome 4.2

Prepare a series of "healthy heart meals for a group of people

Performance Criteria:

1. Become familiar with and proficient in low fat cooking methods
2. Demonstrate the use of substitute foods
3. Prepare dishes from at least the following groups: soups, salads, dressings and sauces, vegetables, main dishes, deserts, cakes and breads; which follow the guidelines for a "healthy heart" diet.

Range and Conditions:

1. The subject matter will deal with general situations and some abstract concepts
2. The guidelines for completion of the task will need to be established
3. The nature of the task will be complex, relying on information from a range of sources
4. Limited support and feedback given be teacher as one of a number of sources

Suggested Strategies/Content Areas

Discuss, at length, the factors which contribute to the required type of diet. What foods should be included/avoided? How can substitute foods be used to reduce the amount of salt, cholesterol, sugars? Practise creating meals which use substitutes and check the results against foods which do not use substitutes.

Examples of Assessment Tasks

Tasks:	**CGEA Elements Demonstrated:**
Prepare and serve a "healthy heart" meal to a group of people	GCO 4.2 Can plan and organise activities 4.6 Can solve problems

Library and Research Skills

IT'S OK TO BE AN AARDVARK
101 DISHES WITH TERMITES
THE AARDVARKS BUSINESS MANUAL
FEEDING YOUR AARDVARK
ANTON THE AARDVARK GOES QUANTITYSURVEYING
AN AARDVARK'S DREAM KITCHEN
AN AARDVARKS DREAM KITCHEN

Library and Research Skills

Preamble

Teacher librarians have a vital role to play in the overall education of students. This role is a much larger one than that of merely accessioning and issuing books. Using a program similar to that listed below teacher librarians can enhance a student's capacity to access information from a variety of sources, thus assisting the student through his or her studies and also helping them to develop a valuable life skill.

The program set out below is written at Level three due to the reading and writing competencies which are implicit within it. However a similar program could be developed for other levels by using this program as a model.

Suggested Strategies:

Throughout this module it is best to determine an interest topic for each student. The teacher librarian can then act as a facilitator in assisting the student to locate the required information. This strategy can be used over all outcomes of this module thus ensuring that the students have the ability to access information through a whole range of methods. The research topic selected by the students may be a topic which they are required to study for another class in which they participate or may be an area of personal interest. In some cases a learning contract can be established between the teacher librarian and the student whereby the student agrees to present a piece of work on a given topic within a given time frame. On completion of this contract the student may then undertake a further contract which involves a more complex area of study and more advanced techniques for accessing information.

Use handouts to explain the Dewey classification system and a variety of exercises where information needs to be located in the process of teaching the skills.

Library and Research Skills

Competency

Able to use the library for research purposes

Learning Outcome 1

Can use the Dewey system

Performance Criteria:

1. Can classify where information is expected to be found
2. Can locate information using the Dewey classification system

Learning Outcome 2

Can locate books physically within the library

Performance Criteria

1. Can differentiate between fiction, non fiction and reference materials
2. Can locate books in each category

Learning Outcome 3

Can use encyclopaedias

Performance Criteria

1. Can locate information using an index
2. Can locate related articles

Learning Outcome 4

Can use atlases and almanacs

Performance Criteria

1. Uses tables of contents, indexes, glossary to locate information
2. Can read information from maps using keys
3. Can read diagrams, graphs and related graphic material

Learning Outcome 5

Can use electronic media to access information

Performance Criteria

1. Can access data bases
2. Can locate relevant material

Learning Outcome 6

Can select and use information

Performance Criteria

1. Can differentiate between opinion and fact
2. Can take notes
3. Can critically evaluate and select the most useful information

Learning Outcome 7

Can present information

Performance Criteria

1. Transfer own notes into a presentation format (oral or written)
2. Decide the most appropriate presentation method for the material
3. Keep a bibliographical record of all information.

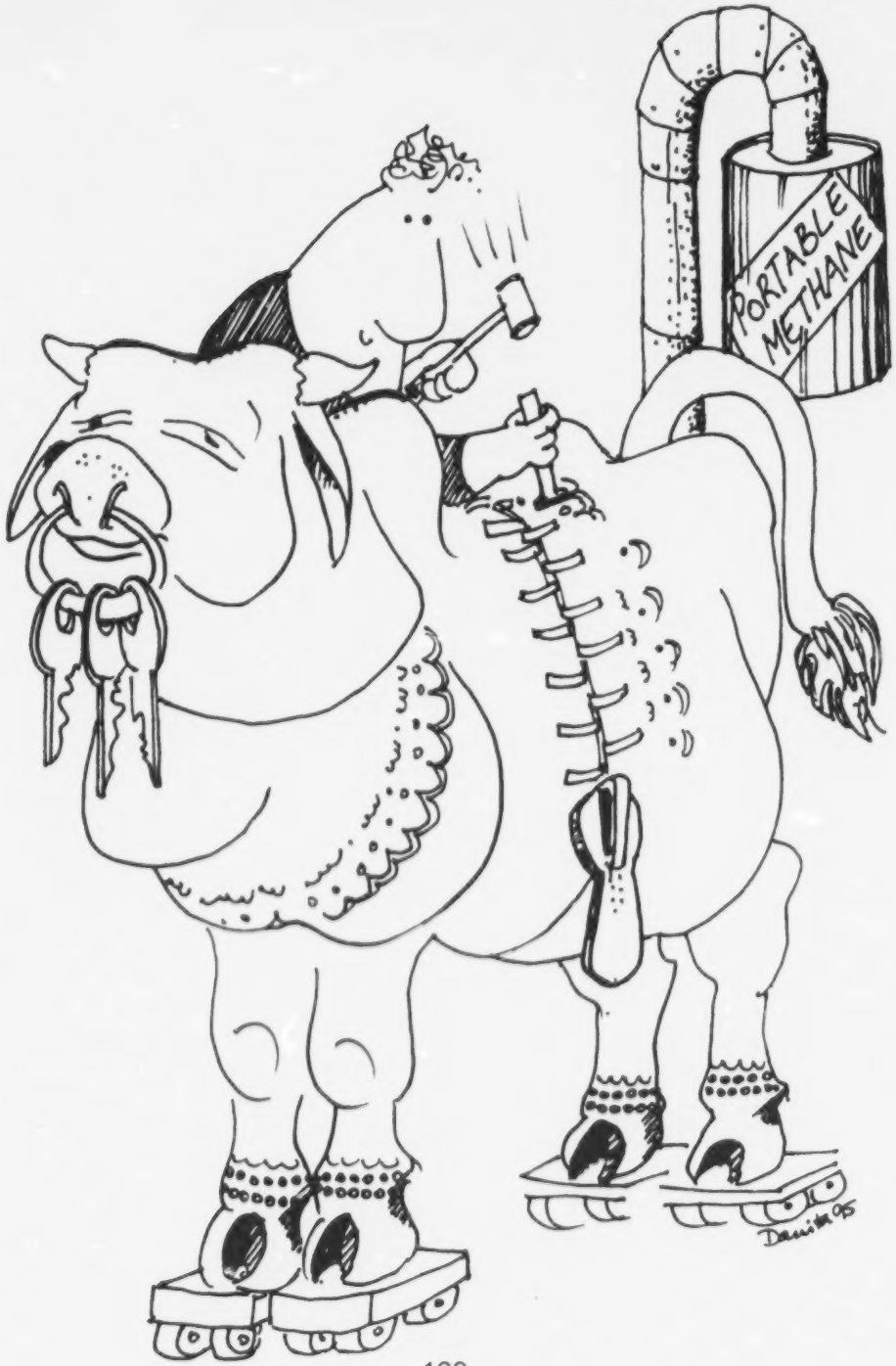
Range and Conditions:

1. The subject matter will be everyday and will include some unfamiliar material
2. The established guidelines for the task will need to be interpreted for the present situation
3. The nature of the task will be clear with information required from a range of sources, or a complex task with information from a single source
4. Teacher will be available for consultation and feedback

Examples of Assessment Tasks:

Tasks	**CGEA Elements Demonstrated:**
Undertake an assignment to locate and present information on a given topic.	GCO 3.1 Can collect, analyse and organise information 3.2 Can plan and organise activities 3.3 Can communicate ideas and information 3.6 Can solve problems 3.7 Can use technology Reading and Writing 3.3, 3.7 Reading and writing for knowledge Oral Communication 3.3 Oracy for knowledge

Craft Design and Technology



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Craft Design and Technology

Rationale: Inmate students have often failed at, or been failed by the traditional Education system. They are often fearful of further failure and unwilling to attend the type of program which reflects their own model of traditional education. They do, however, possess a wide range of talent and a wealth of life experience which can become an avenue for their participation in creative fields.

Traditionally these creative fields have fulfilled a number of functions in Correctional Centres. They occupy inmates in cell time, they provide access to extra money through sales, they provide what is often the first contact with Education programs.

These programs have often been used as a lever to encourage inmate students to attend other programs and have been seen as having more importance because of their leverage than in their own right. Often the value of these programs as a means of influencing change and as vocational training is overlooked.

With the introduction of the Certificates in General Education for Adults (CsGEA) the opportunity exists to review these programs and give them a coherence and to recognise that they possess their own intrinsic value.

While programs, delivered using the methodology described below, can stand alone as General Curriculum Options they can also be delivered in a holistic manner and encompass elements from the other streams.

Methodology: Inmate students in Correctional Centres are too often unable to predict the outcomes of their actions. By using a method of craft production which relies on prediction and forward planning it is anticipated that the learning will be transferred to other life situations. For this reason the process, rather than the product, is the main emphasis of this program.

The process of producing a piece of work, in any media, is as follows:

Concept → Design → Prototype → Production

At each stage of the process there are questions which need to be asked and answered.

Concept: What is the item required? Why is it required? What purpose will it serve? Who will use it? Is the project possible?

Design: How will the item be constructed? What materials will be used? Why will these materials be used? What tools will be required? How long will the item take to construct? What will be the total cost? Is the project possible?

Prototype: Does the prototype use the same design process as the finished item? Does the prototype need to be in the same materials as the finished item? Does the prototype need to be the same size as the finished item or can it be constructed to scale? Does the finished prototype truly represent the concept? Is the project possible?

Production: How many items will be produced? Who will produce the items?

If, at any stage , the project does not appear to be possible the whole process needs to be modified.

Content: The content areas and media used can be as wide as the imagination of teacher and students can encompass with the only restrictions being those imposed by the security environment and budget. The methodology is transferable to any media.

Traditionally these content areas have included woodwork, leather work, lead lighting, screen printing, model making and sewing. By using the imaginations of staff and students and teaching the process rather than the product the content areas can include work with papier mache, fibreglass, plastics, metal, plaster or any other medium. By using the concept, design, prototype, production methodology this curriculum can be applied to existing programs and a range of new programs which may be totally diverse in terms of the media, technology and skills being used.

Generic Module: The module which follows is a generic guide for the development of programs within the areas of Craft, Design and Technology. It can be adapted to suit any type of craft activity at the discretion of the relevant staff. Competency levels are not specified as these are dependent on the type of product and the level of competence of students.

Learning Outcome: Create the item

Tasks	CGEA Elements Demonstrated
Concept: • Research in area of the particular item and in the selected media. • Discuss, think, brainstorm - What does the group want these items to look like? How will the forms be built?	Reading and Writing: Reading for knowledge General Curriculum Options: Can collect, analyse and organise information Oral Communication: Oracy for practical purposes
Design: • Draw each stage of the construction. • Decide on scale of finished items. • Estimate materials needed. • Check on availability of materials and tools.	Numerical and Mathematical Concepts: Various elements depending on the type of project General Curriculum Options: Can plan and organise activities
Prototype: • As a group activity construct the prototype item. • Discussion - Does the prototype meet the specifications previously decided? Can it be improved?	General Curriculum Options: Can work with others and in teams General Curriculum Options: Can Communicate ideas and information
Production: • As individuals, pairs or groups, or using a production line technique produce the required number of finished items.	General Curriculum Options: Can use technology

Sample Assessment Task

Task:

To work individually and in groups to produce a number of wooden doll's houses for use by children.

Targets:

Stream(s)	CGEA Elements Demonstrated
Reading and Writing	2.5 Reading for practical purposes
Numerical and Mathematical Concepts	2.2 Develop and use data, number, measurement and shape relationships 2.4 Use estimation and calculation with shape and direction.
Oral Communications	2.1 Oracy for self expression 2.2 Oracy for practical purposes
General Curriculum Options	2.1 Can collect, organise and analyse information 2.2 Can plan and organise activities 2.3 Can communicate ideas and information 2.4 Can work with others and in teams 2.7 Can use technology

Teacher intervention and other resources

Brainstorming session and general or specific design advice.
Supply of reference books, tools and consumable materials. Advice when requested. Students are to have control of the process wherever possible.

Curriculum Context

Students are from a group who have some previous experience with woodwork techniques. They have been taught the process of Concept→Design→Prototype →Production and are expected to utilise this process throughout the task.

Calligraphy

Calligraphy

Preamble

When is a craft more then a craft? Calligraphy has been taught in our centres both as a skill and as an adjunct to literacy classes for some time. The use of calligraphy as an aid to the teaching of literacy has been clearly demonstrated in these classes. Most students like to create cards for special occasions and the opportunity for this exists in calligraphy classes. However they do not like to do all the work of creating a card unless it is perfect and therefore they spend extra effort in ensuring that correct punctuation and spelling are used. Teachers of calligraphy are therefore in an ideal situation to assist in the teaching of these skills.

The following program has been developed as a holistic approach to the teaching of calligraphy. Each module follows the same basic format but it is expected that Module One would concentrate on an easier style (e.g. Italic) and that the modules would progress through styles of increasing difficulty to Module Four which would concentrate on a more complex style (e.g. Gothic, Copperplate). No specific examples of styles have been suggested as this depends on the expertise of the individual teachers delivering the program.

In this document only Module One is fully laid out. The competencies are listed for the remaining modules but their development is left to the expertise of teachers working in the field.

Module One

Competency 1

Able to write in one style of calligraphy

Learning Outcome 1.1

Can write one style in lower case

Performance Criteria:

1. Holds pen correctly
2. Able to use guidelines
3. Able to follow instructions and understand the terminology (upper case, lower case, ascenders, descenders etc.)
4. Able to work out the correct height of letters appropriate to the nib width

Range and Conditions:

1. The subject matter will be familiar and/or personal.
2. The guidelines for the completion of the task will be established and clear.
3. The nature of the task will be simple with information required from a single source.
4. There will be obvious teacher support and supervision.

Suggested Strategies:

Use two pencils joined with a rubber band. This allows students to practise without a pen or ink.

Use simple line patterns to encourage relaxation and improve hand-eye co-ordination.

Examples of Assessment Tasks:

Task:	**CGEA Elements Demonstrated:**
Produce a piece of work which displays all the lower case letters of the selected style	GCO 1.1 Can collect, analyse and organise information 1.2 Can plan and organise activities 1.7 Can use technology Numerical and mathematical concepts 1.2 Measurement

Learning Outcome 1.2

Can write one style in upper case

Performance Criteria:

1. Can work out the height of capital letters for the width of the nib
2. Knows when capital letters should be used
3. Can write simple words
4. Can critically analyse the spacing of letters

Range and Conditions:

1. The subject matter will be familiar and/or personal.
2. The guidelines for the completion of the task will be established and clear.
3. The nature of the task will be simple with information required from a single source.
4. There will be obvious teacher support and supervision.

Suggested Strategies:

1. Encourage the writing of words rather than individual letters
2. Select a "difficult" letter and play scattegories
3. Write out names/ months of the year/ days of the week/ countries beginning with different letters.

Examples of Assessment Tasks:

Task:	**CGEA Elements Demonstrated:**
Produce a piece of work which displays all the upper case letters of the selected style	GCO 1.1 Can collect, analyse and organise information 1.2 Can plan and organise activities 1.3 Can communicate ideas and information 1.5 Can use mathematical ideas and techniques 1.7 Can use technology

Learning Outcome 1.3

Can use both upper and lower case of the selected style

Performance Criteria:

1. Able to link letters which can be joined
2. Can space letters correctly
3. Can space words correctly

Range and Conditions:

1. The subject matter will be familiar and/or personal.
2. The guidelines for the completion of the task will be established and clear.
3. The nature of the task will be simple with information required from a single source.
4. There will be obvious teacher support and supervision.

Suggested Strategies:

Study examples of the script in calligraphy books
Attempt adaptations and alterations to the style
Find a saying, proverb or quotation to write in the selected calligraphic style

Examples of assessment tasks:

Tasks:	**CGEA Elements Demonstrated:**
Produce a short piece of work (one or two sentences) which demonstrates the use of both upper and lower case letters of the selected style appropriately used.	GCO 1.1 Can collect, analyse and organise information 1.2 Can plan and organise activities 1.7 Can use technology Reading and Writing 1. ? (What type of sentences have been written? Are they original?) Numerical and mathematical concepts 1.2 Measurement

Learning Outcome 1.4

Can plan and undertake an activity which incorporates all the skills developed at this stage and demonstrate a knowledge about the selected style.

Performance Criteria:

1. Able to plan a piece of work
2. Able to critically evaluate a draft format
3. Able to discuss layout and spacing in simple terms
4. Able to measure and centre work
5. Able to relate information about the history and use of the selected style

Range and Conditions:

1. The subject matter will be familiar and/or personal.
2. The guidelines for the completion of the task will be established and clear.
3. The nature of the task will be simple with information required from a single source.
4. There will be obvious teacher support and supervision.

Suggested Strategies:

The tasks should be kept very simple and practical, a greeting card or bookmark are suitable types of activity. Analysis of student's work should be constructive and should be done by student and teacher in consultation.

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated:**
Produce a finished product in the finished style and discuss the style used with a group.	GCO 1.2 Can plan and organise activities 1.3 Can communicate ideas and information 1.6 Can solve problems 1.7 Can use technology Oral Communication 1.3 Oracy for knowledge

Module Two

Competency Two

Able to write in two styles of Calligraphy

Learning Outcome 2.1

Can write the lower case of the second style

Learning Outcome 2.2

Can write the upper case of the second style

Learning Outcome 2.3

Can write a sentence in the second style

Learning Outcome 2.4

Can use both styles together in a sample of work which incorporates basic layout techniques

Module Three

Competency 3

To be able to write in three different styles of Calligraphy

Learning Outcome 3.1

Able to write lower case in the third style

Learning Outcome 3.2

Able to write upper case in the third style

Learning Outcome 3.3

Use different pen widths and contrasting colours of inks in three different styles

Learning Outcome 3.4

Use the third style to write out a short poem using two contrasting layouts

Module Four

Competency 4

Able to write in four different calligraphic styles

Learning Outcome 4.1

Can write lower case in four different styles

Learning Outcome 4.2

Can write upper case in four different styles

Learning Outcome 4.3

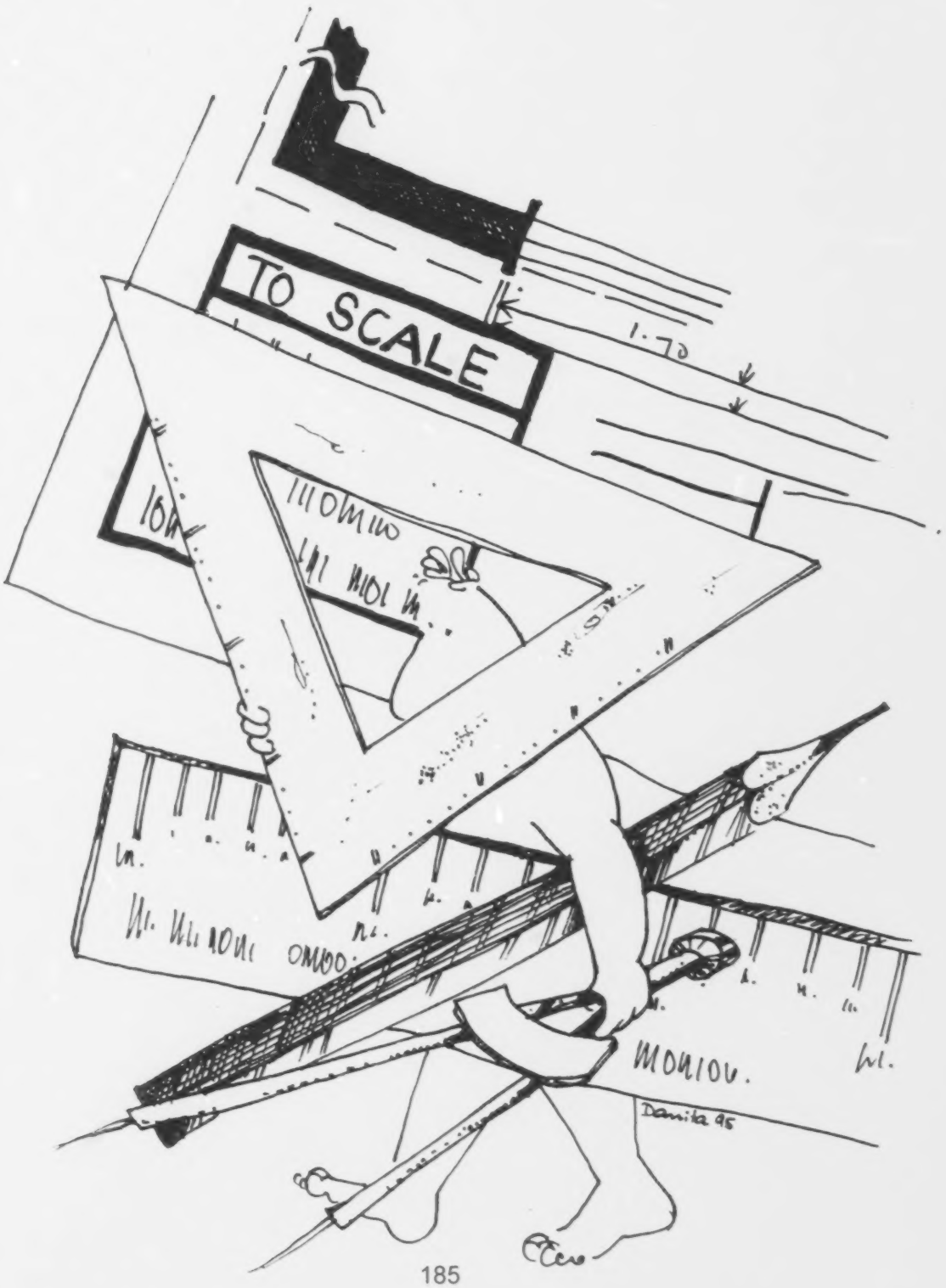
Can develop art work appropriate to the calligraphic style (e.g. an illuminated Gothic Capital or examples of different borders)

Learning Outcome 4.4

Independently undertake a challenging piece of calligraphy, such as designing a poster, producing a calligraphic picture or collage which illustrates good layout skills and a competent level of calligraphy.

For one style only, produce an instruction worksheet for beginner students to follow

Graphic Design



Graphic Design

Preamble

This program of work was developed in response to a request for a Vocational (tech) drawing program. While Vocational Drawing skills are incorporated into the program at Level three this program is more relevant for the approach to the 21st century in that it incorporates a holistic approach to the whole area of graphic design, including marketing.

At levels three and four the Graphic Design program is quite complex and, while many students may take part in it at levels one and two, the higher levels are more appropriate for those who are seriously interested in graphic design as a vocation.

There are no reasons to not begin actual Vocational Drawing at the lower levels as perhaps a separate area of study if the needs of the students indicate that this is appropriate.

The program has been deliberately constructed backwards to those traditionally taught in this field. Practical work is undertaken first, and then the associated theory. This strategy should ensure that the interest level of students is maintained.

Module One

Nominal duration 30 hours

Competency 1

Understand and demonstrate design elements and principles

Learning Outcome 1.1

Use the basic elements of design

Performance Criteria:

1. Create both self contained and repeating designs
2. Use lines suitable for background work
3. Use direction as a tool
4. Use shape and size
5. Use texture and tone

Range and Conditions:

1. The subject matter will be familiar and/or personal.
2. The guidelines for the completion of the task will be established and clear.
3. The nature of the task will be simple with information required from a single source.
4. There will be obvious teacher support and supervision.

Suggested Strategies:

Add backgrounds to a range of logos or drawings. Draw 4 60x60mm squares and using a combination of lines create designs suitable for background work.

Rework the design to suit a wallpaper or printed fabric. Give the design a name and write ten words which will describe the design and enhance its saleability. Discuss, as a class completed designs using constructive criticism.

Examples of Assessment Tasks:

Task:	**CGEA Elements Demonstrated:**
Create a repeated design, using a grid, which is suitable for curtain fabric. Write a short description of the design to help sell it. The design should incorporate two or more of the elements line, direction, shape, size, texture and tone	Reading and Writing 1.4 Writing for public debate GCO 1.2 Plan and organise and activities 1.3 Communicate ideas and information

Learning Outcome 1.2

Understand and use the basic principles of design

Performance Criteria:

1. Use harmony and contrast
2. Use dominance and rhythm
3. Use gradation and radiation

Range and Conditions:

1. The subject matter will be familiar and/or personal.
2. The guidelines for the completion of the task will be established and clear.
3. The nature of the task will be simple with information required from a single source.
4. There will be obvious teacher support and supervision.

Suggested Strategies:

A sports club needs a logo that will be suitable for all uses: uniforms, letterheads, product endorsement etc. There is no lettering required at this stage. Use only two colours. Class discussion to constructively criticise the logo and suggest changes. When the logo is satisfactory enlarge the design.

Examples of Assessment Tasks:

Task:	**CGEA Elements Demonstrated:**
Create a logo for a particular firm or sports club which is 50mm high. Enlarge the logo to 150mm high. Describe the logo to a potential customer	Oral Communication 1.4 Oracy for public debate GCO 1.2 Plan and organise activities 1.3 Communicate ideas and information 1.6 Use mathematical ideas and techniques

Module Two

Nominal duration 40 hours

Competency 2

Use design elements and
principles in a more complex way

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Learning Outcome 2.1

Incorporate design elements and principles in the design of a product

Performance Criteria:
1. Analyse an existing product to find ways in which it can be improved
2. Design a modified product which is more saleable than the original
3. Write a design brief
4. Criticise and self improve the design

Range and Conditions:

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with information required from more than one source or a more complex task with information from a single source.

Suggested Strategies:

Write a design brief for the "most comfortable chair in the world" (non adjustable). Why will it be the most comfortable? Measure the available chairs and determine ideal height, slope of back, back support, upholstery etc. Create freehand drawings of the most desirable product. List construction materials, colours and fabrics and write a sales slogan or jingle to accompany the product.

As a group discuss and constructively criticise and then adapt each modified product.

Role play of customer and designer.

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated:**
Design a modified product. Present the design brief and sketches and an advertising slogan. Discuss the new product with the class.	Reading and Writing 2.4 Writing for public debate GCO 2.1 Can collect analyse and organise information 2.3 Can plan and organise activities

Learning Outcome 2.2

Understand and use techniques of colour and tone

Performance Criteria:

1. Differentiate between warm and cool colours
2. Understand the psychological effects of colour
3. Practise the gradation of colour
4. Mix harmonies, complements and incidental colours

Range and Conditions:

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with information required from more than one source or a more complex task with information from a single source.
4. There will be ready access to teacher consultation

Suggested Strategies:

Discussion of the liveability of colour. Colours have a limited exposure time before the consumer reacts. Group colours into those that have a ten minute, ten hour, ten month and ten year life. There are associated characters which link colours to products (e.g. first aid products red and white)

Introduce colour into a logo so that the colour enhanced the saleability of the product.

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated:**
Design a decorative scheme for a children's ward which incorporates wall colour, floor colour and pattern and soft furnishings. Present a written brief on why the colours and patterns were selected.	Reading and Writing 2.3 Writing for knowledge GCO 2.1 Can collect, analyse and organise information 2.2 Plan and organise activities 2.3 Communicate ideas and information 2.5 Solve problems

Module Three

Nominal Duration 60 hours

Competency 3

Use enhancing techniques with graphic design

Learning Outcome 3.1

Use lettering appropriate to the product and the design

Performance Criteria:

1. Use a variety of fonts
2. Use size and space appropriate to the design
3. Select words appropriate to the product

Range and Conditions:

1. The subject matter will be everyday and will include some unfamiliar material
2. The established guidelines for the task will need to be interpreted for the present situation
3. The nature of the task will be clear with information required from a range of sources, or a complex task with information from a single source
4. Teacher will be available for consultation and feedback

Suggested Strategies:

Class discussion: minimalism (the art of using the fewest possible words), use of thesauruses, the innuendoes of words.

Practise the reproduction of lettering styles. Practise the use of different pen and pencil sizes for lettering

Create a new style of lettering to match a particular product (if we are selling bamboo what type of lettering would we use?)

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated:**
Create a design to advertise a particular product. Incorporate design elements and principles. Use appropriate lettering style and size and the wording to assist with product sales	GCO 3.2 Plan and organise activities 3.6 Use mathematical ideas and techniques 3.3 Communicate ideas and information

Learning Outcome 3.2

Use technical assistance to create designs

Performance Criteria:

1. Use drawing instruments (drawing board, compasses, flexible curves, set squares, scales.
2. Use thirty metre tapes and metre rules to physically measure spaces and levels
3. Draw to appropriate scale

Range and Conditions:

1. The subject matter will be everyday and will include some unfamiliar material
2. The established guidelines for the task will need to be interpreted for the present situation
3. The nature of the task will be clear with information required from a range of sources, or a complex task with information from a single source
4. Teacher will be available for consultation and feedback

Suggested Strategies:

Draw a freehand sketch of the classroom including doors and windows. In groups of two or three, measure the room, note the existing finishes.

Draw an accurate scaled drawing of the room (compare it to the freehand sketch).

Imagine the room is to be renovated and given a different use. Write a list of the requirements which would be necessary for this renovation. Select colours and finishes for the rooms new use.

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated:**
Use a range of technical drawing equipment to create an accurate scaled drawing of a specific space (garden, room, cell)	GCO 3.1 Can collect, analyse and organise information
	3.2 Can plan and organise activities
Create an artists impression (with colour) of the same space after renovation	3.3 Can communicate ideas and information
	3.6 Can use mathematical ideas and techniques
	3.7 Can use technology

Module Four

Nominal duration 60 hours

Competency 4

Incorporate all graphic techniques to produce a finished saleable product.

Learning Outcome 4.1

Use revamping techniques on existing work

Performance Criteria:

1. Update existing product to meet current trends in style
2. Improve existing packaging
3. Constructively criticise existing designs

Range and Conditions:

1. The subject matter may deal with general issues and some abstract concepts
2. The guidelines for the completion of the task may need to be established
3. The nature of the task will be complex, relying on a range of information sources
4. Limited support and feedback given by the teacher as one of a number of sources

Suggested Strategies:

An old breakfast cereal has been declining in sales. The company decides to remarket the product with a new name and new packaging. Select the name and design the packaging. The packaging must the same size as the old package. Create the new package (pull an old package apart and measure accurately all the areas. Use these measurements to create the new package accurately.

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated:**
Present the new package for assessment. Present a written description of how you would sell the new packaging to the company. Write five criticisms which the new design might attract and five convincing arguments to overcome these criticisms. All work and research to be submitted with the finished product	GCO 4.1 Can collect, analyse and organise information 4.2 Can plan and organise activities 4.3 Can communicate ideas and information 4.5 Can use mathematical ideas and techniques 4.6 Can solve problems 4.7 Can use technology Reading and Writing 3.3 Writing for knowledge 4.4 Writing for public debate.

Learning Outcome 4.2

Design a new product

Performance Criteria:

1. Select a market niche to fill
2. Write a design brief
3. Design the product
4. Design a company logo and slogan
5. Develop reasons to sell the product

Range and Conditions:

1. The subject matter may deal with general situations and some abstract concepts
2. The guidelines for the completion of the task will need to be established
3. The nature of the task will be complex, relying on information from a range of sources
4. Limited support and feedback given by teacher as one of a number of sources

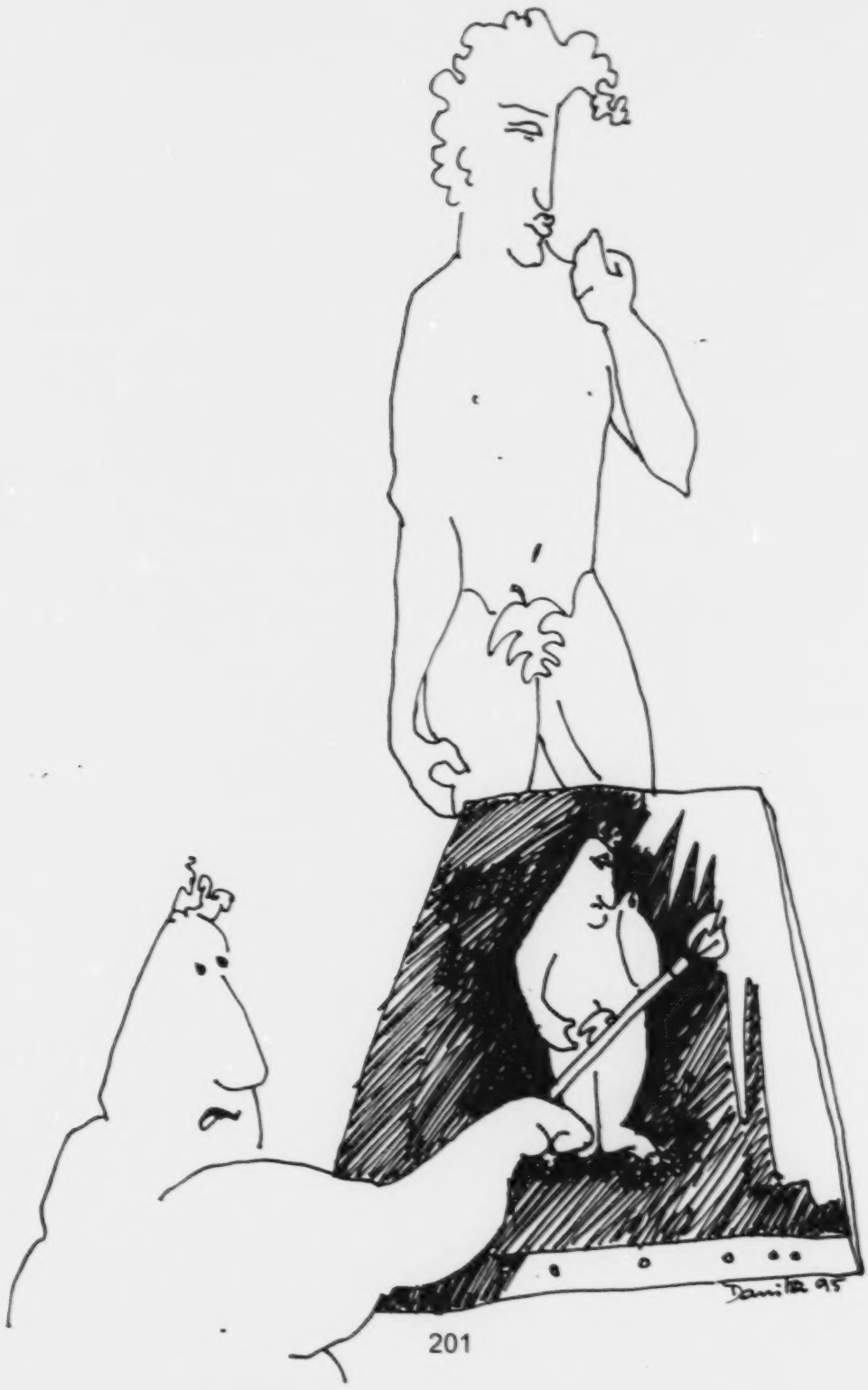
Suggested Strategies:

An example of the type of design which could be developed:
Design a solar electric car. It must be very light. Each wheel will have a motor generator only 90mm diag. x 80mm. The battery will be 700mm x 250mm The solar collector will need to be four metres² (or larger if the collector does not face the sky). Batteries and solar panels should be in a number of units for easy servicing. Instrumentation and controls needed are: steering wheel, brakes, key, odometer, battery storage meter and solar collector input gauge, home charging plug, rear vision mirrors and safety features.

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated:**
Write a design brief for the new product. What construction materials will be used. show a range of styles and colours to suit a market. List saleable features.	GCO 4.1 Can collect, analyse and organise information 4.2 Can plan and organise activities 4.3 Can communicate ideas and information 4.5 Can use mathematical ideas and techniques 4.6 Can solve problems 4.7 Can use technology
Develop three designs of the product and enlarge the most promising design to accurate scale. Present scaled drawings of sections of the product to show detail.	Reading and Writing 4.3 Writing for knowledge 4.2 Writing for practical purposes
Freehand sketch artists impressions of the product or particular aspects of the product	Oral Communication 3.4 Oracy for public debate

Art



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Art

The following guidelines are directly based on the Vocational Art Studies Curriculum published by Inmate Education Programs of the Department of Corrective Services in 1992. For the purpose of this document the previously published curriculum has been placed into CGEA levels and competencies. However no further strategies or assessment tasks have been suggested. Teachers using the curriculum guidelines contained here are advised to refer to the previous publication which contains in depth teaching strategies and explanations. Assessment tasks can be developed which take into account the Mayer Key competencies and which also assess the application of the student's skills and knowledge in the core streams.

The seven strands which were identified by Susan Paull in the Vocational Art Studies Curriculum have been maintained in this document. Hence there are seven possible learning outcomes at each level.

The strands are:

Drawing
Design
Colour
Painting
Printmaking
Collage and assemblage
Sculpture

Teachers using the following guidelines are advised to refer to the original publication for detailed information. The four levels which follow are aligned to levels A to D of the VOCATIONAL ART STUDIES CURRICULUM. Level E of the curriculum may be considered as advanced studies.

Art

Module One

Competency 1

Undertake beginner activities in art

Range and Conditions for Delivery at Level One

1. The subject matter will be familiar and/or personal.
2. The guidelines for the completion of the task will be established and clear.
3. The nature of the task will be simple with information required from a single source.
4. There will be obvious teacher support and supervision.

Learning Outcome 1.1

Undertake activities in drawing at a beginner level

Performance Criteria:

1. Explore historical and contemporary examples of drawing
2. Understand the different styles and functions of drawing: expression, concept visualisation, technical drawing, narrative
3. Understand the graphic characteristics of basic drawing materials: hard and soft graphite pencils, charcoal, crayons, coloured pencils
4. Demonstrate control of media for different pictorial effects, including change of hand pressure and pencil grade
5. Explore textural effects with different drawing materials and paper types
6. Use frottage and impressed line technique and different paper types
7. Draw on an easel

Learning Outcome 1.2

Undertake activities in design at a beginner level

Performance Criteria:

1. Explore the history of design and the role of design in society
2. Develop an awareness of the following fields of design: graphic design including advertising, book and magazine design; architectural and interior design; industrial design including cars, furniture; theatre lighting and set design; fashion

Learning Outcome 1.3

Undertake activities with colour at a beginner level

Performance Criteria:

1. Explore the use of colour in different cultures and periods of art history
2. Investigate the spectrum
3. Explore additive and subtractive colours
4. Explore the organisation of colours on a colour wheel
5. Explore primary colours, mixing secondary colours, tints and shades

Learning Outcome 1.4

Undertake painting activities at a beginner level

Performance Criteria:

1. Explore art history
2. Recognise the qualities of original paintings compared to colour reproductions
4. Recognise different properties of oil and water based paints
5. Recognise properties, use , and care of different brushes
6. Prepare hardboard or cardboard surfaces ready to paint
7. Demonstrate correct cleaning and care of equipment
8. Apply basic colour mixing theory

Learning Outcome 1.5

Undertake printmaking activities at a beginner level

Performance Criteria:

1. Explore the historical development of printmaking
2. Understand the differences between intaglio and relief printing and the characteristics of woodcut, linocuts, screen printing, etching and drypoint
3. Understand the function and technique of a stencil
4. Cut a simple paper stencil and position and attach to a screen
5. Use squeegees with correct angle, pressure and smooth movement
6. Demonstrate the safe use, care and maintenance of all printmaking tools and materials

Learning Outcome 1.6

Undertake activities with collage and assemblage at a beginner level

Performance Criteria

1. Explore the history of collage and assemblage in 20th century art
2. Explore various materials to determine their suitability for collage, including papers of various types
3. Develop basic compositions using simple materials

Learning Outcome 1.7

Undertake activities in sculpture at a beginner level

Performance Criteria:

1. Explore historical and contemporary issues in sculpture
2. Differentiate between two dimensional and three dimensional presentation
3. Differentiate between relief sculpture and sculpture in the round
6. Understand the use and maintenance of tools, materials and equipment

Module Two

Competency 2

Increase competence in art and develop technical and aesthetic skills

Range and Conditions for Delivery at Level Two

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with information required from more than one source or a more complex task with information from a single source.
4. There will be ready access to teacher consultation

Learning Outcome 2.1

Undertake more competent activities in drawing which increase technical and aesthetic skills

Performance Criteria:

1. Explore historical and contemporary examples of drawing
2. Explore qualities of line
3. Use light and dark lines to suggest spatial effects
4. Use a pencil as an aid to visual measurement
5. Demonstrate basic skills of observation in judging angles and three dimensional shapes
6. Use cross referencing of elements in a composition
7. Use positive and negative space in a drawing
8. Use basic pictorial construction: the picture plane, parallel lines, converging lines
9. Demonstrate one two and three point perspective. The eye level, vanishing point and curves in perspective
10. Explore atmospheric perspective

Learning Outcome 2.2

Undertake more competent activities in design which increase technical and aesthetic skills

Performance Criteria:

1. Explore the elements of design: line, shape, colour, texture, space, mass, rhythm, movement, unity, scale, proportion, repetition, balance, direction

Learning Outcome 2.3

Undertake more competent activities in colour which increase technical and aesthetic skills

Performance Criteria:

1. Explore the use of colour by selected artists in different periods of art history
2. Explore intermediate, monochromatic and complementary analogous colours
3. Understand colour intensity, hue and value
3. Demonstrate colour exercises based on the colour wheel
4. Use colour accents, opaque colour, transparent colour and colour blending

Learning Outcome 2.4

Undertake more competent activities in painting which increase technical and aesthetic skills

Performance Criteria:

1. Explore art history, major 19th and 20th century movements in painting
2. Explore subject matter and styles of painting in different art movements
3. Stretch a canvass and prepare the surface ready to paint
4. Use painting techniques: alla prima, underpainting, hard edge, acrylic stain technique, mixed media, resist techniques
6. Use the skills of blending, impasto, texture and brush marks, dabbing colours, optical mixing of colours, washes, scraping back, scumbling
7. Use design and compositional considerations in painting
8. Use a preliminary sketch to map out the main composition and develop the sketch into a painting

Learning Outcome 2.5

Undertake more competent activities in printmaking which increase technical and aesthetic skills

Performance Criteria:

1. Have a knowledge of the historical development of printmaking
2. Explore monoprints produced by a variety of methods
3. Produce a drawing or design that can be applied to the particular printing process
4. Conceptualise the positive and negative areas within a print
5. Transfer artwork to a linoleum block
6. Explore the graphic effects of different linocut tools
7. Demonstrate the safe use of linocut tools
8. Evenly apply ink to a linocut block
9. Position the linocut correctly on paper
10. Burnish the back of the print evenly
11. Produce a silk-screen print using opaque and transparent colours

Learning Outcome 2.6

Undertake more competent activities in collage and assemblage which increase technical and aesthetic skills

Performance Criteria:

1. Demonstrate an awareness of the role of collage and assemblage in 20th century art
2. Develop compositions using various materials for collage and assemblage
3. Experiment with image and text: The use of typography in collage
4. Experiment with found objects
5. Explore the use of photographic images from the mass media as a source of material
6. Explore ideas and concepts for collage and assemblage
7. Apply formal considerations

Learning Outcome 2.7

Undertake more competent activities in sculpture which increase technical and aesthetic skills

Performance Criteria:

1. Develop a developing knowledge of historical and contemporary issues in sculpture
2. Demonstrate a developing awareness of traditional sculptural processes such as carving, modelling and casting
3. Demonstrate a developing awareness of contemporary sculptural processes such as object construction and installation
4. Explore formal concerns such as volume, space, mass, tactility
5. Demonstrate the correct use of tools and the care and maintenance of equipment

Module Three

Competency 3

Undertake independent activities in art which are aesthetically and technically sound.

Range and Conditions for Delivery at Level Three

1. The subject matter will be everyday and will include some unfamiliar material
2. The established guidelines for the task will need to be interpreted for the present situation
3. The nature of the task will be clear with information required from a range of sources, or a complex task with information from a single source
4. Teacher will be available for consultation and feedback

Learning Outcome 3.1

Undertake drawing activities with a degree of independence

Performance Criteria:

1. Explore historical and contemporary examples of drawing
2. Use visual judgement of proportion and scale
3. Use tonal value as a means of representing three dimensional form
4. Use highlights, mid-tones, shadows, reflected light and cast shadows
5. Use pencil rendering to describe tonal value and surface quality
6. Demonstrate rendering: hatching, cross hatching, scribble line, stippling and blending
7. Explore figure drawing using gesture. contour, cross contour drawing and construction lines
8. Explore proportion of male and female figure
9. Explore composition, formats and thumbnail sketches
10. Use framing and composition of a subject, including use of a "viewfinder"

Learning Outcome 3.2

Undertake design activities with a degree of independence

Performance Criteria:

1. Explore the forms of design in different cultures and periods of art history
2. Resolve design problems
3. Explore figure-ground relationships
4. Develop competence in the language of design
5. Demonstrate a developing aesthetic appreciation of design forms

Learning Outcome 3.3

Undertake colour activities with a degree of independence

Performance Criteria:

1. Explore the use of colour by selected artists in different periods of art history
2. Explore the expressive and psychological aspects of colour
3. Apply colour to achieve illusionistic effects such as atmospheric perspective
4. Produce colour exercises demonstrating gradations of hue, intensity and value
5. Explore optical mixing of colours, luminosity of colours and overlapping of transparent colours

Learning Outcome 3.4

Undertake painting activities with a degree of independence

Performance Criteria:

1. Explore art history, art criticism and contemporary issues in painting, including Australian painting and Aboriginal art
2. Demonstrate compositional skills
3. Develop stylistic awareness
4. Demonstrate improved techniques of painting e.g. resist techniques, collage and assemblage in painting, glazing of colours, use of mediums including spreaders and retarders
5. Continue to develop colour and tonal skills
6. Demonstrate an expanded knowledge of the materials of painting, including range of colours and paint types

Learning Outcome 3.5

Undertake printmaking activities with a degree of independence

Performance Criteria:

1. Explore the historical development of printmaking
2. Register a multicoloured linocut by both additive and subtractive techniques
3. Work back into the linocut, experimenting with a variety of media
4. Explore colour blending
5. Use the print conventions of signing and numbering prints in an edition
6. Use repeat, overlap and random placement
7. Use colour registration
8. Explore different ink qualities
9. Demonstrate the difference between indirect and direct screen printing processes
10. Explore tusche stencilling methods
11. Develop a familiarity with the technical requirements for silk-screen frames and mesh
12. Explore photographic screen printing

Learning Outcome 3.6

Undertake collage and assemblage activities with a degree of independence

Performance Criteria:

1. Demonstrate an awareness of the role of collage and assemblage in 20th century art
2. Experiment with a range of materials suitable for collage and assemblage
3. Explore ideas and concepts for collage and assemblage based on a sound critical awareness
4. Demonstrate a practical understanding of different historical approaches to collage from formal construction to surrealist "chance effects", and contemporary quotation of popular imagery

Learning Outcome 3.7

Undertake sculptural activities with a degree of independence

Performance Criteria:

1. Demonstrate an awareness of different cultures and periods in art history
2. Demonstrate an awareness of changing formal concerns in modernist sculpture, e.g. constructivism, metamorphosis, organicism
3. Undertake research into the expanded field of sculpture in the late 20th century, including installations and environments
4. Develop investigations into sculpture as a studio practice

Module Four

Competency 4

Undertake independent activities in art
which produce works which are aesthetically and
technically sound and are of exhibition quality

Range and Conditions for Delivery at Level Four

1. The subject matter may deal with general issues and some abstract concepts
2. The guidelines for the completion of the task may need to be established
3. The nature of the task will be complex, relying on a range of information sources
4. Limited support and feedback given by the teacher as one of a number of sources

Learning Outcome 4.1

Undertake independent activities in drawing

Performance Criteria:

1. Explore historical and contemporary examples of drawing
2. Use drawing as a means of visualisation for other projects
3. Demonstrate the innovative development of rendering techniques and graphic effects
4. Experiment with different drawing surfaces and mixed media
5. Draw without dependence on outline to define the form
6. Explore gesture, contour, cross contour and construction drawing
7. Explore foreshortening the figure
8. Use distortion in figurative representation
9. Explore the possibilities of composition
10. Graphically represent a wide range of subject matter

Learning Outcome 4.2

Undertake independent activities in design

Performance Criteria:

1. Explore design history and theory in 19th and 20th centuries
2. Develop critical awareness of different design principles and styles
3. Apply basic design and compositional elements to self-initiated studio practice
4. Experiment with design elements to find different solutions to formal problems

Learning Outcome 4.3

Undertake independent activities in colour

Performance Criteria:

1. Explore the influence of colour theory on 19t and 20th century art
2. Use a problem solving approach to the use of colour, e.g. spatial effects, painting with a restricted palette of colours, colour balance and tension, composition in high and low key colours or analogous colours
3. Undertake independent research and exploration into colour
4. Apply colour theory to independent art projects in a variety of media

Range and Conditions:

Element 4.4

Undertake independent activities in painting

Performance Criteria:

1. Undertake independent research into art history, art criticism and contemporary issues in painting, including current periodicals and art journals
2. Experiment with different surfaces and types of support, e.g. plywood, timber, canvas, shaped canvas
3. Develop independent themes and stylistic concerns
4. Develop further skills in paint handling
5. Display an expanded knowledge of painting, including range of colours and paint types
6. Undertake self directed projects in painting

Learning Outcome 4.5

Undertake independent activities in printmaking

Performance Criteria:

1. Undertake independent research into historical and contemporary printmaking
2. Use woodcuts, working creatively within the restrictions of the medium
3. Explore different possibilities of the tusche method
4. Correctly prepare screens for silk-screen printing and competently produce silk-screen prints on paper and fabric
5. Explore photographic processes in printmaking
6. Undertake independent research into printmaking techniques

Learning Outcome 4.6

Undertake independent activities in collage and assemblage

Performance Criteria:

1. Undertake independent research into the concerns of major collage artists, and into the role of collage in contemporary art theory
2. Undertake independent development of a self-motivated studio practice based on experiments with collage and assemblage
3. Develop critical awareness of current art practices

Learning Outcome 4.7

Undertake independent activities in sculpture

Performance Criteria:

1. Undertake independent research into the concerns of major sculptors, and into the role of sculpture within various artistic traditions
2. Demonstrate a knowledge of traditional and experimental processes in sculpture
3. Can conceptualise sculptural projects, sketch them out through drawings and marquettes and develop them to their full scale
4. Able to work independently in sculptural practice

Music: Practical

Music: Practical

This program is designed to meet the needs of inmates in terms of basic music (practical and theory) education and to offer an approach to an avenue for wider educational and personal goals.

The program is slanted towards wind and keyboard instruments. However it can be readily adapted for other instruments.

The program has been placed at Level Two because of the obvious teacher intervention which would be required for a beginner. However, where students already have some competency in music the program may be delivered at a higher level or over a number of different levels.

Assessment of students who undertake this program is done by the Australian Music Examination Board who conduct exams in theory, practical performance and musicianship.

Music: Practical

Competency

Demonstrate the ability to play in ensembles and as soloists

Learning Outcome 1

Demonstrate correct technique

Performance Criteria:

1. Use good posture
2. Use of correct fingering: especially in chromatic scales and passages
3. Demonstrate clean accurate finger action with no excessive finger action
4. Demonstrate clean articulation based on articulation between tongue and fingers
5. Demonstrate rhythmic control over all technical work

Range and Conditions:

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with information required from more than one source or a more complex task with information from a single source.

Suggested Strategies:

Practice the technical skills associated with the correct production of scales and arpeggios.

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated:**
Present a previously prepared piece of music	GCO 2.2 Can plan and organise activities
Sight read and play a piece of music	GCO 2.1 Can collect, analyse and organise information 2.3 Can communicate ideas and information 1.6 Can solve problems

Learning Outcome 2

Produce a full round sound

Performance Criteria:

1. Produce clarity of tone
2. Produce a well centred sound
3. Produce a well formed embouchure

Range and Conditions:

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with information required from more than one source or a more complex task with information from a single source.
4. There will be ready access to teacher consultation

Suggested Strategies:

Practice tone production. Demonstration of embouchure. Use of cup mouth pieces and reeds

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated:**
Practical playing of a given piece which demonstrates recognition of intonation, pitch discrimination and balance and blend	GCO 2.1 Can collect, analyse and organise information 2.2 Can plan and organise activities 2.6 Can solve problems 2.7 Can use technology

Learning Outcome 3

Play in tune

Performance Criteria:

1. Use set tones (keyboard)
2. Develop an understanding of the problems of the intonation problems of the instrument of their choice
3. Play in tune as accurately as possible

Range and Conditions:

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with information to be given to more than one person or a more complex task with information to be given to a single person or familiar small group
4. There will be ready access to teacher consultation

Suggested Strategies:

Demonstrate songs as the basic literature of music (sequential note form)

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated:**
Practical demonstration of a given piece with attention to production of tone and embouchure	GCO 2.2 Can plan and organise activities 2.3 Can communicate ideas and information 2.6 Can solve problems

Learning Outcome 4

Display correct phrasing and intonation

Performance Criteria:

1. Demonstrate smooth legato style
2. Demonstrate clear co-ordination and accurate articulation in staccato and mezzo staccato style
3. Demonstrate proper phrasing and breathing technique
4. Demonstrate rhythmic control of works pieces played

Range and Conditions:

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with individual tasks to be negotiated or the task will be more complex with individual tasks clearly defined
4. There will be ready access to teacher consultation

Suggested Strategies:

Explore the symbols and related vocabulary of music. Demonstrate rhythm and its notation (whole notes, 1/2 notes, 1/4 notes, 1/8 notes, rests) and the meaning and value of different notes.

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated:**
Practical performance of a given piece which follows the rhythm as written and demonstrates phrasing according to phrases marks	GCO 2.1 Can collect, analyse and organise information 2.2 Can plan and organise activities

Learning Outcome 1.5

Use aural awareness, reading and transposition skills

Performance Criteria:

1. Use aural awareness and perception
2. Able to read conventional notation
3. Able to transpose
4. Understand the works to be performed and the instrument

Range and Conditions:

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with information acquired from more than one source, or a more complex task with information from a single source
4. There will be ready access to teacher consultation

Suggested Strategies:

Explore the appropriate notation for staff, cleff, bar line, double bar line, key signatures, tone signatures, repeat sign.

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated:**
Recognise scales and intervals including major, minor, fifths and dominant sevenths	GCO 2.1 Can collect, analyse and organise information 2.2 Can plan and organise activities
Sight read a twelve bar phrase and transpose the phrase into another key appropriate for the instrument of choice	GCO 2.1 Can collect, analyse and organise information 2.2 Can plan and organise activities 2.5 Can use mathematical ideas and techniques 2.6 Can solve problems

Using Integrated Themes

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Using Integrated Themes

Preamble

The majority of students in our campus classrooms are involved in classes which come under the broad heading of ADULT BASIC EDUCATION. They enrol in classes which they expect to help them achieve competency in the life skills areas of literacy and numeracy. Their most urgent needs are often to be able to write letters, to deal with the language of their legal issues, to fill out social security forms and understand the supermarket.

The units of work which follow contain ideas for integrating competencies from all four streams into classes which are part of one of the three core streams. The first of these units, Understanding General Forms, is written with full curriculum guidelines. The units which follow it are integrated units of work from which local curricula may be developed to meet the needs of individual students or a whole class.

Understanding Forms: General forms

Preamble
This thematic module has been developed at level two, which is the appropriate level for work of this type. It is life skills based and intended for delivery in a core stream as an interest theme. The material is not suitable for delivery at level one due to the complexity of the reading matter but similar material could be devised for level one students.

Understanding Forms

Competency

Can use a range of common,
official forms with confidence

Learning Outcome 1

Identify the common elements in forms

Performance Criteria:

1. Locate and identify common elements on a range of forms: signature, surname, given name, date of birth.

2. Locate and identify various ways in which the information is requested e.g. D.O.B./ Date of birth, Given name/Christian name/First name

3. Fill in the common elements on a range of commonly used forms.

Range and Conditions:

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with information required from more than one source or a more complex task with information from a single source.

Suggested Strategies:

Collect forms which are likely to be commonly used by a large number of students e.g. Medicare form, Dept of Housing forms, prisoner applications etc. Use these to locate the common elements and practise finding and filling in common elements.

Use teacher prepared worksheets such as crossword puzzles, word matching (synonyms), word mazes, jumbled words and multiple choice questions.

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated**
On a created form which is unfamiliar locate a fill in selected information	Reading and Writing 2.6 Reading for practical purposes

Learning Outcome 2

Can fill out income tax and associated forms

Performance Criteria:

1. Read information guide
2. Use tax file number
3. Fill out application for tax file number
4. Read group Certificate information
5. Fill out general exemption form
6. Understand where to go for information
7. Use information from receipts
8. Calculate legal deductions
9. Use the mathematics appropriate to the task

Range and Conditions:

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with information required from more than one source or a more complex task with information from a single source.
4. There will be ready access to teacher consultation

Suggested Strategies:

Use dummy forms for general exemption, group certificate etc. and practise filling these out. Discussion on legal deductions. Where students do not know their tax file number they can fill out tax file number application forms and have them processed.
Discussion that some forms are very complex and may require professional help in their completion. Practise the mathematics required to accurately complete the forms.

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated**
Given the appropriate forms and all the necessary information for tax payer "X" fill out accurately a general deduction form and tax return form for him	GCO 2.7 Use mathematical ideas and techniques Numerical and Mathematical Concepts 2.3 Reading and Writing 2.2 Writing for practical purposes, 2.6 Reading for practical purposes

Learning Outcome 3

Demonstrate an understanding of the forms associated with job applications

Performance Criteria:

1. Collect and read birth certificate
2. Collate school reports, references
3. Can fill out job application forms complete with personal and educational history and previous work experience

Range and Conditions:

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with information to be given to more than one person or a more complex task with information to be given to a single person or familiar small group
4. There will be ready access to teacher consultation

Suggested Strategies:

Collect samples of employment application forms from local industries and discuss the common elements. Why is the information required? Where and when will it be used? Fill out one sample application form. At this level students are not expected to prepare a resume.

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated**
Provide all the information required on a sample employment application form.	GCO 2.1 Can collect, analyse and organise information 2.3 Can communicate ideas and information Reading and Writing 2.6 Reading for practical purposes 2.2 Writing for practical purposes

Learning Outcome 4

Demonstrate a familiarity with common financial forms

Performance Criteria:

1. Fill out deposit and withdrawal forms
2. Write a cheque
3. Fill out credit card application forms
4. Use the forms for opening and closing accounts
5. Understand the proof of identity documentation required
6. Calculate state and federal bank fees

Range and Conditions:

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with individual tasks to be negotiated or the task will be more complex with individual tasks clearly defined
4. There will be ready access to teacher consultation

Suggested Strategies:

Use dummy forms which contain the same information as bank forms. Discuss the information required and practise.

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated**
Open an account for customer "X" providing proof of identity and filling out the appropriate forms	Reading and Writing 2.2 Writing for practical purposes 2.6 Reading for practical purposes GCO 2.1 Can collect, analyse and organise information

Understanding Forms: Timetables, directories and guides

Preamble

Reading timetables, directories and guides can become another useful, life skills based theme for a level one and two class. The activities involve reading and writing, oral communication and numerical and mathematical concepts directly and may involve Mayer Key Competencies indirectly. Again no specific level has been given for the activities. However this work is suitable for foundation level students.

There are no examples of assessment tasks set out for this thematic unit. The unit is designed as a teaching tool, not an assessment tool. However suitable assessment tasks can be developed from the theme to use with a class at the appropriate level and to assess those competencies which the students have developed throughout the progress of the unit.

Possible activities are listed below:

Activities	**CGEA Elements Demonstrated**
Maths with time:	Use natural number and common fraction/decimal fraction/percentage equivalents
Reading analogue and digital time years, months, days, hours Understanding a.m. and p.m. and the 24 hour clock Calculating daylight saving time Understanding time zones Calculating times in different parts of Australia/the world. Calculating travel time	Reading for practical purposes
Writing:	Writing for practical purposes
Compiling a time sheet for wages Calculating overtime Planning an itinerary	Interpret data and organise it into charts and graphs Use natural number and common fraction/decimal fraction/percentage equivalents

Reading:	Reading for practical purposes
atlases telephone directory dictionary thesaurus timetables almanac newspaper guides: television, racing	Reading for knowledge
Discussing:	Oracy for practical purposes, knowledge, public debate
time zones travel time sporting fixture times daylight saving	

Legal Literacy

Preamble

Those clients who are preparing to attend court need access to literacy assistance which is directly related to legal language. Legal Literacy is therefore an integral life skill for these people.

As ignorance of the law is not an excuse, teaching students about the law also provides them with an understanding of the limits of behaviour and assists them to develop life skills which are not founded on criminal actions.

Since the specific legal position of the student is confidential, the conduct of classes in legal literacy is aimed, not at resolving specific problems, but at raising skills and knowledge in the area through hypothetical scenarios and case law.

Some activities which may be used with this theme are:

Activities	**CGEA Elements Demonstrated**
Reading • Police briefs • Variety of legal texts • Crimes Act 1900 • Copies of police statements • Bails Act 1978 • Transcripts • Other relevant material	Reading for knowledge
Writing • Compiling Supreme Court Bail Application Form • Preparing written notes for oral submission • Preparing a written brief	Writing for practical purposes Writing for knowledge Writing for public debate

Oracy

• Argue a written submission	Oracy for knowledge
• Participate in the conduct of a mock trial	Oracy for public debate

Living Skills

• Developing an awareness of legal language	Can collect, analyse and organise information
• Research	Can plan and organise activities
• Preparing and presenting submissions	Can communicate ideas and information
• Arguing submissions	Can work with others and in groups
• Answering questions and arguments	Can solve problems
	Can use technology

Using Newspapers

Preamble

The newspaper has always been the adult literacy teacher's stand by resource. It is that one cheap and readily available item which can generate reading and writing exercises, mathematical exercises, class discussions and add to general knowledge. Newspapers also have the advantage of being written for adults and the material is generally relevant.

Interestingly enough newspapers also come in reading levels and therefore can be used by a lot of the class with little assistance. The levels are roughly Local paper, Telegraph Mirror, Herald, Australian.

The following theme developed around the use of the newspaper as a teaching aid can be expanded and modified to meet the needs of the individual students within a class.

The following activities are not given at any particular level. They may be adapted to fit a level or used in a mixed level class according to student needs.

Competencies which can be addressed through the use of newspapers

Reading for a variety of purposes

Activities	**CGEA Elements Demonstrated**
Reading to gain information	Reading for knowledge
Reading for pleasure	Reading for self expression
Understanding how to use an index	Reading for practical purposes
Understanding the format of a newspaper	Reading for practical purposes
Interpreting information	Can collect, analyse and organise information
Reading other people's opinions	Reading for public debate

Writing for a variety of purposes

Activities	CGEA Elements Demonstrated
Writing a letter to the editor	Writing for public debate
Writing a report on a current event	Writing for knowledge
Distinguish between different styles of writing for different audiences and practising writing in different genres: speculative sensational factual	Writing for self expression, knowledge, public debate Communicating ideas and information

Mathematics for a variety of purposes

Activities	CGEA Elements Demonstrated
Checking advertising for best buys	Use data and number
Reading weather maps	Interpret familiar charts and graphs
Reading and interpreting sporting results	Collecting, analysing and organising information Interpret date and organise it into tables and charts
Compare real estate prices and trends in different locations	Use appropriate methods of calculating with natural numbers, fractions, decimal fractions and percentages

Develop Living Skills in a variety of ways

Activities	CGEA Elements Demonstrated
Understanding the power of the written word to influence public opinion	Can collect, analyse and organise information
Using information to develop understanding	Can collect, analyse and organise information
Developing co-operation within a group	Can work with others and in teams
Produce a class newspaper	Can solve problems Can work with others and in teams

Development of a variety of vocational skills

Activities	CGEA Elements Demonstrated
Following instructions	
Understanding how a newspaper is produced: • reporting • dictating • listening • lay out • type size • space • art work • editing • typing • computer skills	All Mayer Key Competencies

Personal Money Management

Preamble

Personal Money Management is an essential life skill for all people and particularly necessary for a client group who may have to live on Jobstart or other benefits. It is also an excellent theme for the introduction of mathematical concepts in a practical manner.

Particular levels have not been designated for the activities below. They should be adapted to the level of the class or delivered at different levels for a multi level group.

When Personal Money Management is used as a class theme it could be useful to use a guest speaker from credit line. They are usually only too happy to give their time and are able to convey up to date and accurate information.

Some of the activities which can be used with this theme are listed here.

Activities	**CGEA Elements Demonstrated**
Reading: Newspapers (employment sections)	Reading for practical purposes
Bills: electricity, gas, telephone, water Understanding abbreviations and acronyms	Use natural number and common fractions/decimal fractions/ percentage equivalents
Working with income calculating deductions: taxation understanding gross/net salary constructing a personal budget calculating interest using a calculator	Use natural number and common fractions/decimal fractions/percentage equivalents
Understanding how an income can be earned: working for wages/salary commissions piece rates	Use natural number and common fractions/decimal fractions/percentage equivalents

Understanding how income can be generated from other sources: small business buying/selling shares lending money owning property inheritance	Can collect, analyse and organise information
Comparing various forms of employment	Can collect, analyse and organise information
Understanding the importance of and reasons for budgeting	Can collect, analyse and organise information Use natural number and common fractions/decimal fractions/percentage equivalents Can solve problems Can use mathematical ideas and techniques

Placing a Buy Up order

Duration: From one hour to several weeks depending on the competencies which the student brings to the teaching/learning situation.

Target Group: Individuals or groups who are inexperienced in this system and/or whose literacy/numeracy skills have precluded their successful completion of the task unaided.

Rationale: Inmates new to the system need the information to be able to perform this task effectively. Many inmates who are not new to the system are reliant on others for assistance in this task. This assistance is disempowering at best.

Resources: Buy-up order forms, Buy-up kit containing flashcards, cloze exercises, audio tapes etc., Sample product packaging.

Tasks	CGEA Elements Demonstrated
• Read the buy-up form.	Reading and Writing 1.6 Demonstrate that meaning has been gained from reading a simple familiar practical text
• Investigate the way in which products are grouped on the buy-up sheet. • List groups of available products and see which products meet which need. • Check available money and whether there are any expenses to be met (e.g. newspapers, 'phone calls, victims compensation). • Decide what products and what brands are needed suitable and affordable.	General Curriculum Options 1.1 Can Collect, analyse and organise Information.

• Estimate total cost and use basic addition and subtraction of number and money to check estimate and ascertain balance of account after buy-up is completed.	General Curriculum Options 1.6 Can Solve Problems Numerical and Mathematical Concepts 1.3 Use natural number, practical and everyday fractions and everyday decimal fractions.
• Write down the things needed in sentence form and then complete buy-up order form.	Reading and Writing 1.2 Write a simple practical text of 1-2 sentences.
• Check that all items ordered will be sufficient to meet the demand (e.g. is there enough tobacco to last the week) • Take the buy-up form to the appropriate location at the appropriate time.	General Curriculum Options 1.2 Can plan and organise activities.

Planning Curricula

When planning curricula at the local level look first at what is going to be taught and why. Is the proposed program one which will benefit students? Who are the students who will benefit from the program?

Having decided why the program is to be delivered and its audience you are in a position to begin the planning process.

When planning a curriculum it is always tempting to add content and competencies rather than to subtract. Don't fall into the trap of trying to be all things to all people. The curricula which work effectively are those where the content is naturally related rather than forced to fit the mould. If the content or the competencies don't fit, don't use them. Similarly when planning an assessment task it is not necessary to try to cover all possible competencies within the one task. Again it is better to assess only the two or three competencies which are natural to the task.

As a sample in curriculum development the following pages contain the planning stages for a CsGEA Peer Educators program.

By following these stages the development of local curricula should be streamlined.

At the back of the sample curriculum there are blank planning sheets which may be photocopied for local use.

Curriculum planning and delivery should be fun for the teacher and the students. When it becomes a chore its time to do something else.

Have Fun!!!

CsGEA Peer Educators

Nominal duration 3 hours

Rationale: The question asked at the Eastern Regional Moderation for Verification Meeting was "Who is informing the students about CsGEA.?" Obviously the answer to this is "Education Staff". This answer is however too simplistic. Education staff do not have adequate time to fully inform students or potential students about the implications of their enrolment in CsGEA. Most information in Correctional Centres is passed from inmate to inmate by word of mouth and it therefore seems logical that inmates should be used as peer educators to convey the correct and accurate information to new students. These tutors do not need to be familiar with the competencies at each level but would need to understand what is implied by Competency Based Learning. They would not need to be able to administer the program but need a working knowledge of the way in which the program is administered. The tutors would need to feel confident in their own knowledge of the program and its credentials to be able to convey the necessary information to others.

Suggested Strategies:

Tutors selected to undertake this program need literacy and oracy skills of level three or better in order to be able to convey the sometimes complex information to others. They, however are the experts in the field of communicating information to other inmates and should be encouraged to develop their own strategies for conveying this information. It is envisaged that they could be used to inform new students presenting at AEVTI campuses about the program or that they could deliver information to new receptions or both.

The program can be delivered by simply sharing information about the CsGEA with the potential peer educators and then asking them to develop those training materials which they feel they would like to use when talking to others (posters, charts, video clips, handouts).

Content:

What is Competency Based Learning?
The CsGEA and credentials
Who delivers the CsGEA?
Why the CsGEA are delivered on AEVTI campuses/ benefits to students?
How the streams and levels are accredited
How the records are kept and why?
What streams, modules, individual programs are available at the local level?
Other information which the group feels they need
Development of information package for new students

CsGEA CURRICULUM PLANNING SHEET

Subject Area: *CsGEA Peer Educators Program* Task: *Deliver information regarding the CsGEA to potential students*

Competencies to be demonstrated in content area: *Familiarity with the material to be presented*

Reading and Writing: 3.7 Reading for Knowledge: *Familiarisation with accreditation document* 3.3 Writing for Knowledge *Development of handout material for new students*

Oral Communication: 3.3 Oracy for Knowledge: *Present information orally regarding the CsGEA to new or potential students and respond to their enquiries*

Numerical and Mathematical Concepts_____

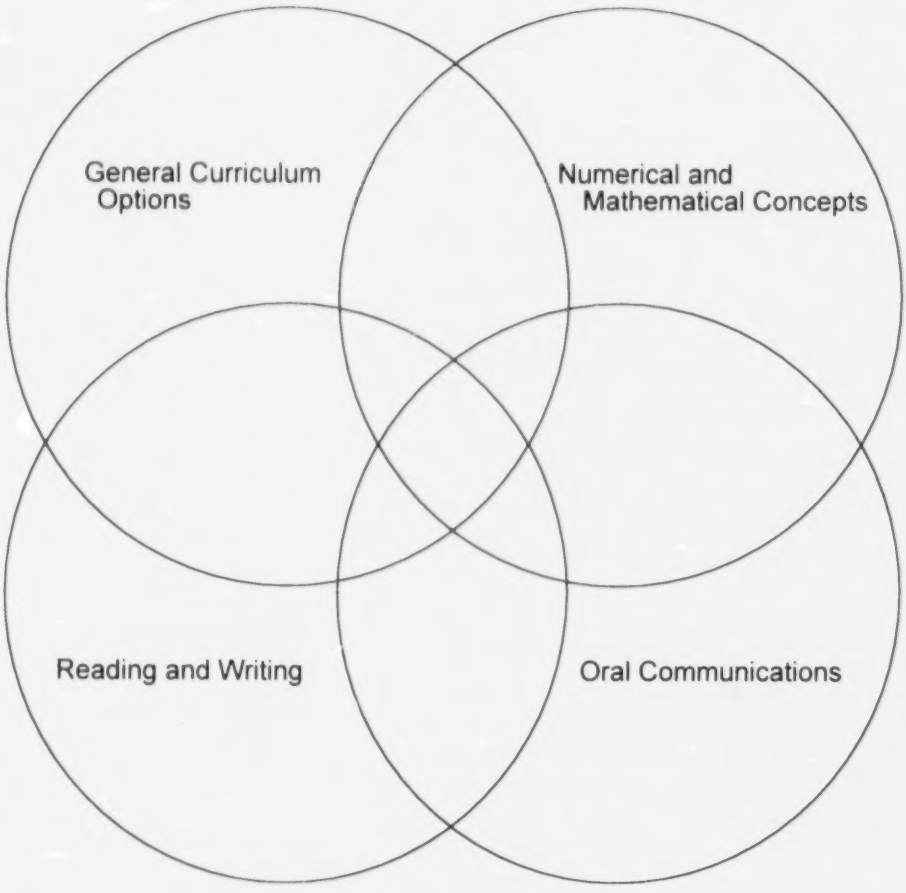
Key Competencies to be linked and demonstrated through this module.

Collect Analyse and Organise Information	Plan and Organise Activities	Communicate Ideas and Information	Work With Others and in Teams	Use Mathematical Ideas and Techniques	Solve Problems	Use Technology
3.1 Select the information which is required by new students and prepare it for presentation	3.2 Plan presentation including access to new students, times, places, resources required	3.3 Present information regarding the CsGEA to new receptions and/or new students	3.4 Planning presentations and allocating responsibilities to group members in the specific task			3.7 As required by specific group a video clip or computer based package may be prepared

Examples of Assessment Tasks:

Tasks:	**CGEA Elements Demonstrated:**
Having undertaken the training program the peer educators could then be asked to present the required information to new and potential students either or an individual or group basis. When they, and their teacher, feel that they are ready to be assessed they could be assessed on any or all of the following elements:	
• Demonstrated knowledge of the content	Reading and Writing 3.7 Reading for knowledge. Researching the topic from the accreditation document and other relevant materials
• Demonstrated ability to pass the information orally to the audience	Oral Communications 3.3 Oracy for knowledge GCO 3.3 Can communicate ideas and information GCO 3.1 Can collect, analyse and organise information GCO 3.2 Can Plan and Organise activities
• Preparation of an information package for new students	Reading and Writing 3.3 Writing for knowledge
• As a group the Peer Educators may elect to prepare a video or audio tape or to present a computer training package to their clients	GCO 3.7 Can use technology GCO 3.4 Can work with others and in teams

Certificates of General Education for Adults
Curriculum Planning Chart



CsGEA CURRICULUM PLANNING SHEET

Stream/s: _____ Subject/s: _____ Level : _____

Competencies to be demonstrated in content area: _____
(Actual skills to be taught)

_____

_____

Key Competencies to be linked and demonstrated through this module.

Collect Analyse and Organise Information	Communicate Ideas and Information	Plan and Organise Activities	Work With Others and in Teams	Use Mathematical Ideas and Techniques	Solve Problems	Use Technology

AEVTI Filling The Frame

Other Publications

Guideline Notes for Education Staff Working in Prisons

Fitness Literacy Package

Horticulture and Landscaping Curriculum

"I'll Need A Job When I Get Out" - Employability Skills Program

Inmates' Physical Fitness and Recreation Curriculum

Literacy and Numeracy Package

Literacy Package for Inmates from Non-English Speaking Backgrounds

Opportunities to Learn: A Guide for Prisoners (available in 9 languages)

Prisoner Literacy Resource Package

Vocational Art Studies Curriculum

About Face - Inmate Handbook "This Is The Most Important Time Of Your Life"

"Making More Of Me": Student Activity Book

Inmates' Life Skills Curriculum

Tournament Draws: Inmate Handbook

Further Information

The Principal
Adult Education and Vocational Training Institute
NSW Department of Corrective Services
GPO Box 31
Sydney NSW 2001